

Individual Professional Development Plan (IDP)

**A Tool for Planning Your
Academic Career and Empowering You For Success**

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Introduction

What is an IDP?

The Individual Professional Development Plan is a personal agenda-setting tool that allows individual faculty members to outline: (i) annual goals in the areas of research, teaching, community engagement and service; (ii) annual goals within the context of departmental, school-wide, and university-wide priorities; (iii) personal life goals; (iv) long-term professional goals; and (v) plans for striking an appropriate balance between work and personal life responsibilities.

Who is it for?

It should be completed by every faculty member at the beginning of each academic year, but especially by faculty members who have not attained full professorial status.

How does the IDP Work?

The Individual Professional Development Plan (IDP) integrates assessment, planning, reflection, implementation and revision to help faculty advance while also focusing on job as well as personal satisfaction. Step I, II and III allow faculty to assess their skills and spell out an available plan that integrates professional as well as personal lives. Faculty members are encouraged to include specific details about timelines and the steps necessary to reach short-term as well as long-term goals. Step IV compels faculty to reflect on how to build on past successes and move forward beyond challenges. Step V uses the road map designed in the previous steps as a guide to put plans into action and revise plans as necessary.

How is the IDP used by protégés and mentors?

The Individual Development Plan is a foundational component of the mentoring process. It provides the protégé/mentee with a vehicle for communicating professional and life goals. The protégé can complete the IDP on his/her own or in consultation with the mentor. In the end, however, the protégé should share a copy of the IDP with his/her mentor for review and consultation in order to clarify the mentor's understanding of the protégé's/Mentee's goals, so that the mentor can provide guidance, suggestions and information about available opportunities. Since an IDP is not cast in stone, mentors play an important role in helping the mentee with the ongoing process of revising the IDP document.

Who benefits?

When used consistently and optimally, the IDP can create a win/win situation for faculty and the institutions in which they work. Faculty participants benefit because drafting and implementing an IDP helps to achieve professional and life goals that are important professionally and personally. Departments, schools/ universities benefit because the IDP facilitates the development of professional capabilities, organizational planning and resources mobilization. Those factors will likely lead to improved morale and personal job satisfaction, which, in turn, make the university more effective.

Directions

At the beginning of each academic year, follow the seven steps below to complete your personal IDP:

1. Read the entire document before you attempt to complete it.
2. Answer each of the guiding questions in steps 1-5, which require skill assessment, planning, goal setting, prioritizing, reflection and revising.
3. Set the IDP aside for a few days and then review it with an eye toward understanding whether or not your goals are clear, realistic, and achievable in light of existing resources (time, money, current skill set, etc.). Be sure to provide details about resource needs, time lines, and deliverables that need to be completed as part of the processes. Revise where appropriate.
4. Once you have completed the IDP, provide a copy to your mentor for review. Expect honest feedback from your mentor and be sure to get clarity about your goals and the means that you wish to achieve them.
5. Reflect on your mentor's advice. Where appropriate integrate your mentor's suggestions through a revision process. When choosing not to integrate the mentor's suggestions, be sure to communicate your decision and why you deem it best to choose another path.
6. Make a copy of your revised IDP. File a copy away. Submit a copy to your mentor and then keep a copy readily accessible as a reminder of your goals and timeline.
7. Implement your IDP, being sure to make necessary revisions. Take stock of challenges and strategize about how to surmount them. Congratulate yourself for reaching your goals.

Name _____
 Date _____ Rank _____ Years in Rank _____
 Department _____ E-mail _____
 Telephone Number _____ Mentor(s) _____

Step I: Stating Your Values, Passions and Vision

Review the list below and identify the *values* that are most important to you. Select the top 3 or 4 that you consider to be your guiding principles.

- | | | |
|-----------------------------|---|---|
| Achievement | Friendships | Physical challenge |
| Advancement and promotion | Growth | Pleasure |
| Adventure | Having a family | Power and authority |
| Affection (love and caring) | Helping other people | Privacy |
| Arts | Helping society | Public service |
| Challenging problems | Honesty | Purity |
| Change and variety | Independence | Quality of what I take part in |
| Close relationships | Influencing others | Quality relationships |
| Community | Inner harmony | Recognition (respect from others, status) |
| Competence | Integrity | Religion |
| Competition | Intellectual status | Reputation |
| Cooperation | Involvement | Responsibility and accountability |
| | Job tranquility | Security |
| Creativity | Knowledge | Self-respect |
| Decisiveness | Leadership | Serenity |
| | Location | Sophistication |
| Ecological awareness | Loyalty | Stability |
| Economic security | | Status |
| Effectiveness | Meaningful work | Supervising others |
| Efficiency | Merit | Time freedom |
| Ethical practice | Money | Truth |
| Excellence | Nature | Wisdom |
| Excitement | Freedom | Working alone |
| Fame | Order (tranquility,
stability, conformity) | Work under pressure |
| Financial gain | Personal development | Work with other |

Step I: Stating Your Values, Passions and Vision

List the 3 or 4 *values* that are core elements in your life. Write a few brief sentences or phrases that articulate your professional and personal *passions*. When are you energized? What does your ideal day look like 5 years from now? What professional legacy do you want to leave? Describe your personal *vision* that captures the meaningful direction that you want to take. What feeling do you have about what you are meant to do with your life?

	Professional	Personal
Values		
Passions		
Vision		

Step II: Describing Your Strengths and Challenges

Think about those areas of strength that you know to be true about yourself. What have others appreciated about you? When did you feel so immersed in a project that you lost track of time and felt success in the process of the activity?

Look hard at those areas that are continually challenging for you. What have others commented that you need to work on?

Strengths	Challenges

Step III:

Planning Your Professional Goals

Outline your professional goals	Outline the deliverables and sub-goals steps that go along with each goal	When will I start and when do I expect to finish?
<p>What are your research goals for the upcoming year, and which goals will receive your top priority?</p> <p><i>(Example: Publish a manuscript; Acquire book contract; Apply for a major grant)</i></p>		
<p>What are your teaching goals for the upcoming year, and which goals will receive your top priority?</p> <p><i>(Example: Use active learning techniques in class)</i></p>		
<p>What service/leadership contributions do you wish to make to your department, school, profession or community?</p> <p><i>(Example: Enact a quality improvement program in my department)</i></p>		
<p>What community engagement contributions will receive your top priority?</p> <p><i>(Example: Set up program with non-profit)</i></p>		
<p>What institutional, personal and skill-related resources do you need to accomplish your research, teaching and service goals?</p>		

What are your long-term career goals, and what are some of the factors motivating those goals? How are you planning now to accomplish your long-term goals?

Step IV: Reflecting On Broader Departmental and School Needs

Organizational Assessment	In your Primary Department or College
<p>What is your understanding of organizational strengths, opportunities and challenges?</p>	
<p>What is your understanding of organizational culture, values and priorities?</p>	
<p>How do your research/scholarship goals meet or address the organizational needs, objectives and priorities that you have outlined above?</p>	
<p>How do your teaching goals meet or address the organizational needs, objectives and priorities that you have outlined above?</p>	
<p>How do your service goals meet or address the organizational needs, objectives and priorities that you have outlined above?</p>	

How do your community engagement goals meet or address the organizational needs, objectives and priorities that you have outlined above?

Step V: Outlining Your Personal Goals and Striking An Appropriate Work/Life Balance

Outline Your Personal Life Goals	
What are your personal goals for the upcoming year and what goals will receive top priority?	
What personal skills do you wish to develop, and what life changes do you wish to make? [e.g.: getting along with others, collaboration, empathy, communicating more clearly in conversation and writing, active listening, follow-through, improving relationships with friends and family, financial management, learning a new hobby, spending more time with the people you love, spiritual growth, improvement in physical and mental health, etc.]	
How do you plan to accomplish the personal skills and life changes that you identified above?	
How did you allocate your time during the past year in terms of research, teaching, service, administration and life responsibilities?	
How, if at all, will you change the way you spend your time during the coming year?	

Step VI: Taking Stock of Last Year's Successes and Challenges

Outline Last Year's Achievements and Challenges	
Which of the previous year's research, teaching and service goals did you meet?	
Document the factors that helped you to reach your goals.	
Document the reasons for not meeting any of the goals that you set for last year (e.g. need for further development, too many goals, revised my goals, time management, lack of resources, special circumstances or life factors, etc.)	

Step VII: Assessing the Viability of your IDP: Is It SMART?

- Specific:** Have I made clear precisely what needs to happen in each area?
- Measurable:** Will I know whether I have achieved my objective or not?
- Attainable:** Are the goals and objectives on my IDP doable?
- Result-oriented:** Will my IDP help to move me toward my goals?
- Time-limited:** Does the IDP include realistic time points and due dates?

If your IDP is **SMART**, then put it into action!