



POSTGRADUATE INDIVIDUAL DEVELOPMENT PLAN

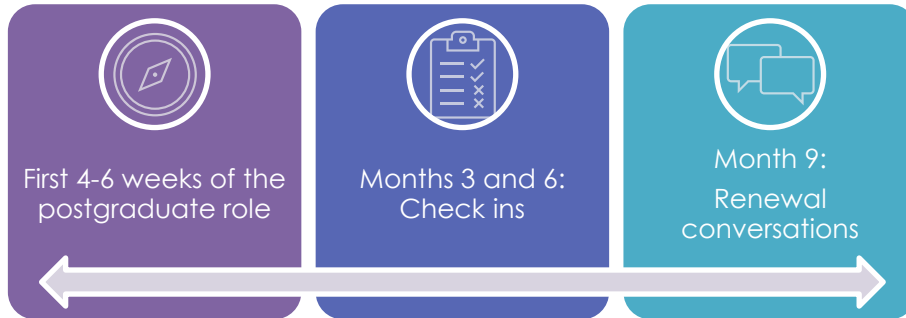
Definition of a postgraduate role:

- A position held by a trainee with a bachelor’s or master’s degree (or its equivalent) who engages in a temporary period of education and training under the mentorship of a faculty member.
- The goal of the role is to enhance your academic, research, and professional skills needed to advance your education and training goals as outlined in the application training plan.

Purpose of the Individual Development Plan:

This IDP tool is intended to support a successful postgraduate and faculty mentor experience. It includes elements to create transparent communication and regular feedback on performance. Given that the faculty member is both the postgrad’s mentor and supervisor, these elements are important.

3 Components of the Postgraduate IDP:



COMPONENT 1: FIRST 4-6 WEEKS

	Completed on (enter date below) mm/dd/yyyy	<i>During the first 4-6 weeks of the postgraduate role:</i>
<input type="checkbox"/>		Step 1 - For postgrad: self-reflection to prepare
<input type="checkbox"/>		Step 2 - Postgrad schedule meeting with faculty member
<input type="checkbox"/>		Step 3 - Postgrad finalizes IDP step 1 and shares with the faculty mentor

STEP 1: Postgrad self-reflection (during the first 4-6 weeks)

Framing for responses: We encourage you to use SMART goals (resource linked below) as appropriate in answering the following prompts.

Prompt 1:

What ideas or goal(s) do you have for your next step after your postgraduate role?
(For example: to apply to graduate school, to determine if I want to apply for medical school or move into an industry job, etc. "I don't know" is also an answer to this prompt!)

Prompt 2:

What knowledge and skills do you hope to gain or learn through this postgrad position to successfully reach your goal(s) for your next step (prompt 1)?
See list below for samples to use/adapt.



SMART Goals ([link here](#))

Fill in your responses below and send to your faculty mentor to discuss during your initial meeting(s).

Your response to prompt 1:

Your notes on mentor feedback to response to prompt 1:

Your response to prompt 2:
Your notes on mentor feedback to response to prompt 2:

Academic, Research, and Technical Skills

- Critical reading (of disciplinary literature)
- Experimental design
- Experimental techniques
- Archival research
- Computer skills
- Documentation/laboratory notebook
- Problem solving and troubleshooting
- Data and statistical analysis
- Critical analysis
- Growing content knowledge through taking or auditing courses
- Responsible conduct of research
- Identification of new research directions and next steps
- Research skills
- Learn more about a particular field or subfield
- Present at a conference
- Publish an article

Professional and Interpersonal Skills

- Reliability and follow-through
- Communication (oral and written)
- Writing (research paper, grants)
- Mentoring [up or of other(s)]
- Collaborating and working in teams
- Giving/receiving constructive feedback
- Collegiality
- Networking

Management and Leadership Skills

- Time management
- Prioritizing and organizing work
- Leading and motivating others
- Research project management
- Budget management
- Supervising/managing people
- Delegating responsibility

STEP 2: Initial conversations between postgrad and faculty mentor

Mentor-Mentee Expectations.

Mentor: The questions below can guide an initial conversation together to align expectations.

Mentee: Plan to discuss these questions with your mentor and record your mentor's response or the outcome of your joint discussion.

Understanding position expectations and building an effective mentorship relationship

Question <i>Some of these questions may be ones you openly discuss or that your mentor may have specific expectations to share.</i>	Your notes on your mentor's response or joint discussion
How often do you expect to meet and in what format (in person, Zoom, etc.)?	
What should be prepared for your check-in meetings (e.g., should the mentee bring work products, questions, an agenda, etc.)?	
What information should be tracked about the postgraduate's work and check in meetings. How should the information be tracked?	
What mode of communication is best and in what situations? (e.g., email, Slack/MS Teams, in-person meeting, etc.)	
What are the expectations for when to be in the office/ department/online? Are there ebbs and flows to the workload?	

What types of mentorships are you able to offer beyond the postgrad's work (e.g., course selection, graduate program selection, graduate application preparation, independent research, non-graduate school professional pathways, etc.)

When and how will you receive feedback from your mentor? When and how will you give feedback to your mentor?

Keep this record to bring to your month 3 check in to discuss progress towards goals and how your mentoring relationship is going.

STEP: 3

Finalize notes from meeting with mentor and share back with mentor.

COMPONENT 2: CHECK INS AT MONTHS 3 AND 6

Check in on performance and progress towards goals.

Month 3 check in:

Mentee:

Review your notes from your initial conversations about expectations and your goals and reflect below. Then discuss in a meeting with your faculty mentor and record their feedback.

Reflect on progress towards your goals and what you need to work on or do next

Your notes on mentor's feedback of the above reflection:

Reflect on work performance and areas where you may need additional support (directly from the mentor, other resources, other colleagues):

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Your notes on mentor's feedback of the above reflection:

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Mentee:

After recording the reflections and feedback, send back to the faculty mentor for their records.

Check in on performance and progress towards goals

Month 6 check in:

Mentee:

Review your notes from your initial conversations about expectations and your goals and reflect below. Then discuss in a meeting with your faculty mentor and record their feedback.

Reflect on progress towards your goals and what you need to work on or do next

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Your notes on mentor's feedback of the above reflection:

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Reflect on work performance and areas where you may need additional support (directly from the mentor, other resources, other colleagues):

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Your notes on mentor's feedback of the above reflection:

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Mentee:

After recording the reflections and feedback, send back to the faculty mentor for their records.

COMPONENT 3: REVIEW AND RENEWAL

The following is to be completed at least 90 days before end of appointment. This component is intended to reflect on accomplishments from the first nine months of the appointment, discuss whether the appointment will be renewed for a second year and if renewing, identify goals for the second year.

Mentee:

Please respond to each prompt below. Even if you are not requesting renewal, please reply to the applicable responses below to ensure you are reflecting on your accomplishments and thinking towards how to set up your next step(s) for success. Please share your responses with your mentor in anticipation of your meeting.

Reflecting on the goals you articulated in Component 1, share your progress towards them from the past year.

Your response:	Mentor comments/feedback:
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List any career and professional development activities completed in the past year including workshops, talks, informational interviews, networking, etc.

Your response:	Mentor comments/feedback:
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What have you identified in terms of option(s) you're going to pursue after your postgraduate position?	
Your response:	Mentor comments/feedback:
If requesting renewal, what are goal(s) you have for your second year of your postgraduate position?	
Your response:	Mentor comments/feedback:
If requesting renewal, what kinds of career and professional development activities or actions would you like to take next year?	
Your response:	Mentor comments/feedback:
If requesting renewal, what would you need from your mentor in terms of your continued growth in your role and professional development?	
Your response:	Mentor comments/feedback:

Mentee:

Discuss your responses to the above and record comments, changes, and any further needs or resources for the second year (if applicable). Then you will copy and paste your notes into the Qualtrics form provided by the Office for Postdoc Affairs. Your responses will be reviewed by the Office for Postdoc Affairs and Rebecca Toseland, Director of the Tobin Center/Economics Pre-Doctoral Fellows Program.