

STEP 1

Postdoctoral Research Fellow Individual Development Plan Skills Assessment and Expectations - Complete within first 30 days of training

PRF Name: _____ Date of Hire: _____

Faculty Mentor Name: _____ Date of Review: _____

Below are the core competencies outlined by The National Postdoctoral Association. Postdocs are to assess their skills to assist in working with their Faculty Mentor to develop training opportunities and focus on proficiency in these key areas.

Postdoc should self-assess and discuss with Faculty Mentor.

1 = Needs improvement

5 = Highly proficient

General Research Skills:	1	2	3	4	5
Designing program evaluations/studies					
Analytical skills					
Problem-solving/troubleshooting					
Creativity/developing new research directions					
Teaching Skills:					
One-on-one teaching					
Small group teaching					
Large group presentation					
Professional Skills:					
Grant writing skills					
Oral presentation skills					
Manuscript writing skills					
Faculty Mentoring skills					
Being a mentee					
Leadership and Management Skills:					
Leading and motivating others					
Budgeting					
Managing projects and time					
Organizational skills					
Interpersonal Skills:					
Getting along with others, attitude					
Communicating clearly in writing					
Communicating clearly in conversation					

Postdoc and Faculty Mentor should discuss the following expectations at the on-set of the postdoctoral training experience:

- a. Standing one-on-one meetings
- b. Lab meetings
- c. Overall time in lab
- d. Reading / Literature
- e. Certificate Training Program
- f. Other

STEP 2
Postdoctoral Research Fellow - Individual Development Plan
Complete within first 3 – 6 months of training

PRF Name: _____ **Date of Hire:** _____

Faculty Mentor Name: _____ **Date of Review:** _____

An Individual Development Plan (IDP) is a planning and assessment tool customized to developmental stages and goals. There are significant benefits to using an IDP process with your postdoctoral scholars. An IDP:

- Establishes a foundation for a solid working relationship between the mentor and postdoc
- Sets clear expectations for the future
- Assesses progress, skills, and professional development need.
- Identifies career goals and expectations, leading to greater productivity and success in the long term

The PRF and the Faculty Mentor should review and document the following areas

Research:

- Document specific research projects
- Describe specific methods/approaches to achieve stated goals
- Prepare a timeline and method of documenting mile markers
- Publication expectations

Career Development:

- Communication skills - professional meetings, presentations, etc.
- Intellectual and/or technical collaborations established
- Professional skills – leadership, critical thinking,
- Training – Postdoctoral Certificate Training Program / other courses
- Teaching, mentoring, service activity, etc.
- Writing skills – abstracts, grants/fellowships, manuscripts

Funding:

- Define grant/fellowship expectations (if any)
- Identify funding sources
- Training: Grant-writing Workshop for Postdocs (UTH) or other course/training plan

Other areas of consideration:

STEP 3
Individual Development Plan
Progressive / Annual

PRF Name: _____ **Date of Hire:** _____

Faculty Mentor Name: _____ **Date of Review:** _____

Postdoc / Faculty Mentor Career and Professional Goals – Discuss and document the following:

Postdoctoral Section

1. Written overview of your research project and major accomplishments in the past year (attach additional page if necessary). Discuss aims, experimental approaches, and the significance of your research.
2. List your accomplishments in the applicable areas during the past year.
 - a. Honors/Awards (include fellowships with funding periods, grants written/applied for/received, professional society presentation awards or travel awards, etc)
 - b. Publications (submitted and published this year)
 - c. National or other professional meetings attended (oral or poster presentation)
 - d. Intellectual and/or technical collaborations established
 - e. New areas of research or technical expertise acquired
 - f. Seminar presentations (title, department)
 - g. Teaching activity / clinical activity
 - h. Peer review activity
 - i. Committee or other service activity
 - j. Other professional activities not identified above
 - k. Other

Faculty Mentor Section

1. Written overview of postdoc's research projects and training accomplishments in the past year.
2. Faculty Mentor assessment of trainee's skills
 - a. Research skills – technical skills needed to move to next level
 - b. Writing/Communication skills – grant writing, scientific writing, oral presentation
 - c. Management skills – collaboration, leadership, project management, time management, etc.
 - d. Teaching / Mentoring skills – small/large group sessions, lab supervision
 - e. Other professional skills

Faculty Mentor / Postdoc Section

1. Goal setting for future research projects
2. Goal setting for future training needed for advancement