

DOIM Individual Development Plan

The **Individual Development Plan (IDP)** provides a planning process that identifies career goals, objectives necessary for achieving career goals, professional development needs, and progress toward achieving the career goals for DOIM faculty. Each faculty member should complete and submit an IDP within six months of his or her initial appointment. Subsequently, each faculty member should complete and submit a renewed IDP at the time of reappointment or when necessary based on a change in career direction: If you need help or guidance regarding how to complete an IDP, please contact your Division Director or the Associate Chairs for Research, Education or Clinical Affairs.

Benefits of the IDP

Faculty will have a process that assists in developing and achieving long-term career goals. Identifying short-term objectives will give faculty a clearer sense of their own expectations and help identify milestones along the way to achieving specific goals. The IDP provides a tool for communication between the faculty member and their mentors. It's a good idea to review your IDP on an annual basis to ensure you are on track and take the opportunity to revise your IDP as needed.

Career Goals and Objectives

Your long-term career goals should be achievable through a series of short-term and medium-term goals. Though three to six goals are typically a manageable number for a 36-month period, you may use more or less. Objectives are the steps you will take to achieve your goal. Your objectives (or sub goals) will vary in scale. Some might be relatively complex, others might only require simple one-off actions. Feel free to add career development or learning activities to accommodate the specific action steps needed to achieve a goal.

Using "SMART" criteria can assist in creating more clear and focused goals. "SMART" goals are

Specific – State the task(s) at hand

Measureable – Quantitative or qualitative, manage the expectation

Achievable – Scope and resources permitting – *specify!*

Relevant – Tie your goals to your overall Development Plan

Time bound – State the deadline

When articulating objectives to complete your goals, include both strengths to leverage and areas needing further development. A strength to leverage signifies a knowledge, skill or ability that, while already a strength, could be used more effectively, maintained, or further developed to optimize performance. A development need signifies what knowledge, skills or abilities should improve as a result of the learning activities.

Mentor or Mentorship Committee

Identify 2-3 faculty members that will serve as an advisory group to assist you in reaching your goals. Ideally, 2 would be internal and 1 external though this is flexible. This group should meet with you initially to review your plan and make suggestions and recommendations. They should review your progress bi-annually. It is the responsibility of the faculty member to organize these biannual meetings. You should seek input from your Division Director and Associate Chairs for Research, Clinical Affairs, and Education in forming this mentorship committee.

Outline of the IDP process

The development, implementation and revision of the IDP require a series of steps to be conducted by the faculty member and the mentorship committee. These steps are an interactive effort. Thus, both the faculty member and the mentorship committee must participate fully in the process.

How to complete the IDP

Basic Steps For Faculty Member For Mentorship Committee
Step 1	<ul style="list-style-type: none">a) Write a draft IDPb) Share draft IDP with mentorship committee and revisec) Consider submitting your revised IDP to Division Chief during faculty evaluation process	Review IDP draft and help revise
Step 2	<ul style="list-style-type: none">a) Implement the planb) Revise/update IDP as needed or at reappointment	Establish biannual progress review
Step 3	Survey opportunities with mentorship committee	Discuss opportunities with faculty member

LONG-TERM CAREER GOALS

State your long-term career interests and goals.

CAREER DEVELOPMENT ACTIVITIES

List both short-term and medium-term goals, learning objectives, and activities to be completed over 36 months. Briefly discuss how these short and medium term goals integrate into your long-term career goals. Provide checkpoints, end dates, and a status update or progress toward each goal.

Goals
Learning Objectives and Activities
Resource/Support Needed
Mentorship Committee Comments and Summary of Meeting

CLINICAL ACTIVITIES

Describe both short-term and medium-term goals for clinical responsibilities and program development with clear metrics for clinical activity success to be completed over 36 months. Briefly discuss how these short and medium term goals integrate into your long-term career goals. Provide checkpoints, end dates, and a status update or application of progress for each goal.

Goals

Learning Objectives and Activities

Resource/Support Needed

Mentorship Committee Comments and Summary of Meeting

RESEARCH ACTIVITIES

Outline both short-term and medium-term goals for grant proposal, manuscript submission, and abstract presentation at national and international conferences with clear metrics for research activity success to be completed over 36 months. Briefly discuss how these short and medium term goals integrate into your long-term career goals. Provide checkpoints, end dates, and a status update or application of progress for each goal.

Goals

Learning Objectives and Activities

Resource/Support Needed

Mentorship Committee Comments and Summary of Meeting

TEACHING ACTIVITIES

Describe both short-term and medium-term goals for teaching activities with clear metrics for teaching activity success to be completed over 36 months. Briefly discuss how these short and medium term goals integrate into your long-term career goals. Provide checkpoints, end dates, and a status update or application of progress for each goal.

Goals
Learning Objectives and Activities
Resource/Support Needed
Mentorship Committee Comments and Summary of Meeting

SERVICE ACTIVITIES

List goals for service activities with clear metrics for service activity success to be completed over 36 months. Briefly discuss how these short and medium term goals integrate into your long-term career goals. Provide checkpoints, end dates, and a status update or application of progress for each goal.

Goals
Learning Objectives and Activities

Resource/Support Needed

Mentorship Committee Comments and Summary of Meeting

PRIORITIZING ACTIVITIES

List how you plan to balance each of the goals listed above throughout the year. Provide a strategy for prioritization for clinical, research, teaching service, and career development activities. When developing this strategy, consider the percent effort you anticipate spending on clinical, research, teaching, service, and career development activities. You are also encouraged to think about your goals outside of the workplace (though you might not wish to enumerate them) and how achieving those personal goals would affect your prioritization strategy.

Strategy for Prioritization of Goals