

# INDIVIDUAL DEVELOPMENT PLAN

PURDUE COLLEGE OF SCIENCE  
DEPARTMENT OF PHYSICS AND ASTRONOMY

YEAR **1**

STUDENT NAME

ADVISOR NAME

DATE

Your IDP for Year 1 should be completed at the end of your first year with your academic or research advisor. A key component of getting off to a good start is to establish honest and open lines of communication with your advisor. Filling out this Year 1 form will help you to begin formulating a plan for your training. By sharing this plan with your advisor, you will obtain their feedback. At the close of the process, you will have generated an action plan that will guide your training as you progress in the program.

The CoS IDP portal contains a list of steps for successfully completing an IDP. Refer to those steps which are abbreviated in the box below.

In addition, the portal contains a list of the student's and advisor's responsibilities when it comes to designing a training plan. Make sure that you and your advisor review those responsibilities as they will be important to the success of the student-advisor relationship.

## IDP Steps Reminder

**1** Step back and self-assess!



**2** Set your first meeting with your advisor.

**3** Lead the discussion.

**4** Obtain your advisor's feedback on your IDP.

**5** Complete the "Action Plan" (page 1.4) and submit a copy to the Graduate Studies Office.

*"This process sparks much needed conversations between trainees and their mentors regarding career goals, skills and interests. This kind of communication is imperative."*



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One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to where you think a student in the first year of their graduate studies should be, checking the boxes for skills that you would like to target in the coming year. Ask your advisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

Mark your perceived current ability level

| RESEARCH SKILLS &<br>SCIENTIFIC THINKING           | Mark your perceived current ability level |              |               | Target skill<br>for this year |
|--|---|--------------|---------------|-------------------------------|
|  | 1<br>(weak)                               | 2<br>(aver.) | 3<br>(strong) |                               |
| Broad-based knowledge of science                   |   |              |               | <input type="checkbox"/>      |
| Critical reading of scientific literature          |   |              |               | <input type="checkbox"/>      |
| Research design                                    |   |              |               | <input type="checkbox"/>      |
| Technical skills pertinent to your field           |   |              |               | <input type="checkbox"/>      |
| Statistical analysis and interpretation of results |   |              |               | <input type="checkbox"/>      |
| Creativity and innovative thinking                 |   |              |               | <input type="checkbox"/>      |
| Understanding of submission/peer review process    |   |              |               | <input type="checkbox"/>      |
| Identifying and seeking advice                     |   |              |               | <input type="checkbox"/>      |
| Time management                                    |   |              |               | <input type="checkbox"/>      |

## COMMUNICATIONS

|  |  |  |  |                          |
|--|--|--|--|--------------------------|
| Writing for a research proposal or publication |  |  |  | <input type="checkbox"/> |
| Writing with appropriate grammar and structure |  |  |  | <input type="checkbox"/> |
| Speaking to a specific audience                |  |  |  | <input type="checkbox"/> |
| Communicating one-on-one                       |  |  |  | <input type="checkbox"/> |
| English fluency                                |  |  |  | <input type="checkbox"/> |
| Working with constructive criticism            |  |  |  | <input type="checkbox"/> |

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**THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER YOUR DISCUSSION.** Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by you and your advisor.

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**Communication**

1

What is the best way to set meetings and communicate regularly?

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**Target skills**

2

What skills (~1-2) did you identify as important development targets for the coming year?

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**Coursework and Activities**

3

List any activities in which you and your advisor agree you should participate to achieve your academic objectives in the coming year. Include courses you must complete.

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**Financial support**

4

If you know, what will be your financial support for the next year?

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**Additional actions**

5

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor?

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**Following up**

6

How often do you and your advisor plan to meet?

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**Other**

7

Is there anything else you and your advisor discussed?

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