# Session 1

# *INDIVIDUAL CAREER DEVELOPMENT PLAN (IDP) WORKSHEET*

This worksheet will help you start the process of developing an individual development plan (IDP). An IDP is a working document. All faculty should complete an IDP and periodically update it (at least annually). Junior faculty ideally should complete their initial IDP within their first 2 years on faculty. The next step is transfer the information on this worksheet to your Department’s unique individual development plan.

## Part 1. Your Vision and Self-Assessment

**Mission/Vision**: Reflect on why are you here, why did you come here to work, what makes you persist through challenges for this work.

Example: to become a leader in stress reduction approaches for children and adolescents with the goal of reducing migraines.

**My main goals are**: For the purposes of this worksheet, document 2-3 main goals related to a specific mission area – i.e. clinical, research, leadership and administration etc.

Example: to improve care coordination, and decrease emergency department utilization and hospital re-admissions for vulnerable populations through the use of cost efficient programs.

**Primary goal:** From the list above, select 1 main goal to work on during this workshop.

Example: build a career as an independent investigator focused on implementing generalizable, cost-effective transitions of care interventions.

**Milestones: I**dentify monthly, quarterly, annual milestones that need to be achieved in order for you to reach your primary goal.

Example: To achieve my 5 year vision I will need to meet these annual milestones:

In the next 12 months, I will have completed:

1)

2)

3)

By the end of Year 2, I will have completed:

1)

2)

3)

## Part 2. Professional Effort

 **Effort assessment**: Please enumerate your major faculty activities by estimating your **percent effort** devoted to the activities in each section—keep it simple using a base number of realistic hours worked/clinical FTE (you must account for sleep—no one gets more than 7\*24=168) and actual worked %FTE that must add to 100%! It might help to do a simple time study for a typical week. You can reference this as you plan goals and professional development activities for the year. This could be a good subject to discuss with a mentor.

|  |  |  |  |
| --- | --- | --- | --- |
| Type of work | Percent effort PAID or ASSIGNED(MUST ADD TO 100%) | Percent effort ACTUALLY in real life(MUST ADD TO 100%) | GOAL for Percent effort for ACTUAL EFFORT for *next year*(MUST ADD TO 100%) |
| Clinical Care |  |  |  |
| Teaching/Mentoring |  |  |  |
| Research/Scholarship |  |  |  |
| Service/Administration |  |  |  |
| Other |  |  |  |

**Reflection:**Where are your opportunities to align/leverage your paid/assigned/actual to get to the GOAL percent?

What are your current or potential barriers/challenges to alignment?

## Part 3. Mentoring Team

All faculty members no matter how accomplished benefit from mentoring. Identify mentors and advisors to balance knowledge of major areas of focus (content experts) and commitment to helping the mentee in professional development (career mentor). Add a role if you need it, even if you have not identified the right mentor, as a mentoring team gap.

|  |  |  |
| --- | --- | --- |
| **Mentor type** | **Mentor and Mentor Role**  | **Frequency of Contact** |
| **Career** |  |  |
| **Research** |  |  |
| **Clinical** |  |  |
| **Peer** |  |  |
| **External mentor(s)** |  |  |
| **Other…** |  |  |