UC Berkeley
QB3-Berkeley Graduate and Postdoc Career Development

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QB3-Berkeley Individual Development Plan (IDP)

This IDP includes two sections. The first contains assessment questions - for trainee self-reflection and organizing thoughts, ideas and ultimately prioritizing what might be discussed with a research advisor or another mentor. You may skip any sections that don't feel relevant to you. **Sharing the self-reflection portion of the IDP with an advisor/mentor is optional; a trainee may choose to do so if they feel it will help their advisor gain insights into their needs.** The second part of the IDP provides a framework for setting goals and taking actions in the next year. The purpose of this part is to help shape discussions (with a faculty advisor/mentor, or someone else) on how to achieve your goals.

Assessment and Reflection Questions for Students Who Have Not Yet Passed Qualifying Exams

date of your responses

Goals in Graduate School

1 What do you hope to gain from your time in graduate school?

2 What are some of your achievements in the last year? (Consider areas such as scientific knowledge acquisition, research techniques, fellowships/awards, writing/presenting, service to the community, etc.).

3 Which skills did you develop or strengthen in the last year? (Consider broadly defined areas such as those in the Graduate Student Professional Development Guide: writing & communication, leadership & management, teaching & mentoring, research & data analysis, professionalism, career exploration & preparation.)

4 Has anything had a particularly positive or negative effect on your progress/development?

5 Many students find it useful to participate in additional training, teaching, conferences, outreach, and other activities. Do you need any help finding opportunities?

Mentoring, Community and Well-being

1. What is important to you in a mentoring relationship?

2. What features of the lab group and/or your relationships with colleagues are most helpful and supportive to your well-being?

3. Is there anything you would like to discuss with your advisor related to the training or lab environment?

4. Your success as a student is linked to your health and wellness. What are you doing to maintain wellness? How do you deal with stress?

5. Is there anything else you would like to discuss with your advisor/mentor at this time?

Career Planning

1. What kinds of activities have you considered engaging in after you complete PhD training? Do you have interests in any specific types of careers or have you identified longer-term career goals?

2. What factors inform your professional aims? (e.g. skills, interests, values, colleagues, current activities)? Not sure? Try these quick self-assessment resources from the Career Center: career.berkeley.edu/start-exploring/career-essentials/gain-clarity/self-assessment/

3. Please list one or two short-term objectives that may be important to help further your efforts to explore career options or pursue a specific career choice?

4. What guidance can your advisor/mentor or other faculty/staff provide regarding career development or graduate training to best support you? Could you use assistance finding or accessing professional or personal development resources?

Resources

Graduate Division

- Graduate Student Professional Development Guide - grad.berkeley.edu/professional-development/guide/
- Writing Center -grad.berkeley.edu/professional-development/graduate-writing-center/
- Graduate Student Instructor Teaching & Resource Center gsi.berkeley.edu/

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- More on IDPS - qb3.berkeley.edu/individual-development-plan/
  Look for the "Assessment of Competencies/Skills" & "SMART goal setting" worksheets
- Berkeley Initiatives - qb3.berkeley.edu/berkeley-initiatives/
- Career Fields - qb3.berkeley.edu/career-development-resources/

Counseling and Psychological Services (CAPS)

- Resources for graduate students - uhs.berkeley.edu/sites/default/files/cps_gradstudents.pdf

Berkeley Career Engagement

- Self-assessments - career.berkeley.edu/start-exploring/career-essentials/gain-clarity/self-assessment/

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<u>Annual Action Plan</u> for Students Who Have Not Yet Passed Qualifying Exams
(for discussion with your advisor/mentors) date of your responses

1. List activities in which you and your advisor/mentor agree you should participate to achieve your academic program objectives in the coming year. When appropriate, indicate dates/time frames for achieving these objectives, and any specific resources you might need to support your success. For example:
    a. Have you considered applying for a fellowship?
        i. Do you need help identifying potential places to apply?
        ii. Who might be good people to write letters of recommendation?
    b. Are there any courses you might take to help achieve your academic goals?
    c. Where do you expect (or would like) to be in a year in your thesis project?

2. What skills or competencies do you plan to develop or strengthen in the next year? What resources or activities will you engage with to accomplish this?

3. Is there something specific your mentor can do to help you in both your thesis and career goals?

4. How often do you and your advisor plan to meet? What is the best way to set meetings and communicate regularly? When are you and your advisor going to follow up on your IDP and progress?

5. Are there any specific issues related to your graduate school goals, wellness or career plans that you would like to discuss, or that your advisor can help with?

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If you need verification that you accessed, reviewed or completed this IDP please print and sign this page:

Name:

Program/Department:

Today's Date: