Individual Development Plan (IDP)

Goal

The purpose of this development plan is to help you identify your graduate career goals, means for achieving those goals, and how the Future Rivers training program can help you succeed. This plan is meant as a tool to help you set goals and guide your time at the University of Washington – and within the Future Rivers program – as it prepares you for your post-graduate degree career path. A development plan is a working document, and you are encouraged to revisit and rework it as you move through your graduate studies.

Context

An "Individual Development Plan" (IDP) is a structured planning tool that has 4 primary steps.

1. Self-assessment: consider your skills and interests;
2. Identify your objectives: this can be exploring your graduate studies and research "end game" – whatever your primary objective – then working to understand how your skills and interests compare to that overarching objective;
3. Set goals: make a concrete plan for how you will prepare for/achieve your objective;
4. Implement the plan: work with mentors to achieve your goals and ultimately, your objective.

We ask that you complete the first step – self assessment – and begin to think about your objectives prior to the first quarterly cohort meeting where we will share and discuss results and use those to begin to define individual goals. After that meeting, you are required to complete a draft of the plan and then meet with your advisor to share and refine your goals and path for developing the necessary skills to meet them. **Your final draft is due to the Future Rivers Program Manager – Athena Bertolino – by January 10, 2022.** Please submit it electronically once both you and your advisor have signed it.

There are a number of additional IDP planning tools available. For further consideration and context before completing this plan or after to help refine it in future years, we recommend checking out MyIDP Science Careers at https://myidp.sciencecareers.org/ and/or Imagine PhD for the humanities and social sciences at: https://www.imaginephd.com/.

After submission of your initial plan to Future Rivers, it will be up to you to determine the amount of effort you want to invest in continually identifying skills and actions you need to achieve your objectives. We encourage you to reassess your plan at least annually, using it as a guide for conversations with your faculty advisor and/or other mentors, as you move forward in your graduate studies and career.

If you do not change direction, you may end up where you are heading. – Lao Tzo

1. Self-Assessment

Interests Assessment
Assess your interest in the following areas (for graduate school and beyond) as low, moderate, or high interest.

Freshwater Sustainability Topics	**Low (1)**	**Mod (2)**	**High (3)**
Work/research related to freshwater science and systems			
Work/research related to energy science and systems			
Work/research related to food science and systems			
Work/research related to health science and systems			
Work/research at the food-energy-water-health nexus			
Work/research related to environmental equity and justice			
Interdisciplinary Research and Work	**Low (1)**	**Mod (2)**	**High (3)**
Conducting physical or biological science			
Conducting social science			
Implementing/advocating for policy and law			
Applying systems thinking approaches			
Working in an interdisciplinary team			
Writing scientific manuscripts			
Grant writing and pursual			
Writing position or policy papers			
Writing reports			
Giving presentations about science			
Developing curricula			
Teaching in a classroom			
Teaching or training informally			
Discussing science with others			
Communicating science to non-scientists			
Developing collaborations			
Attending conferences and scientific meetings			
Using quantitative methods			
Using qualitative methods			
Management and Leadership Skills	**Low (1)**	**Mod (2)**	**High (3)**
Using science to inform/influence policy and law			
Managing/supervising others			
Mentoring others			
Planning and organizing projects			
Planning and organizing events			
Planning and organizing research			
Developing/managing budgets			

Managing data			
Serving on committees			
Work/research-related travel			
Add your own if necessary	**Low (1)**	**Mod (2)**	**High (3)**

Skills Assessment

Assess your proficiency in the following areas as low, moderate, or high proficiency.

Freshwater Sustainability Knowledge	**Low (1)**	**Mod (2)**	**High (3)**
Knowledge of freshwater science (general)			
Knowledge of freshwater system local/regional-level policy and law			
Knowledge of freshwater global policy and governance			
Knowledge of freshwater system economics			
Knowledge of social issues related to freshwater systems			
Knowledge of public health issues related to freshwater systems			
Knowledge of climate change and sustainability issues related to freshwater			
Knowledge of FEW-Health nexus tradeoffs and issues			
Knowledge of urban planning and landscapes affect on freshwater systems			
Knowledge of traditional knowledge systems and freshwater mgmt. practices			
Interdisciplinary Research Skills	**Low (1)**	**Mod (2)**	**High (3)**
Conceptualizing and creating research topics and questions			
Narrowing and targeting research topics and questions			
Identifying creative approaches to address research topics and questions			
Applying systems thinking approaches			
Understanding peer-reviewed literature from biophysical sciences			
Understanding peer-reviewed literature from social sciences			
Applying appropriate/advanced research methods in physical/bio sciences			
Applying appropriate/advanced research methods in the social sciences			
Creating appropriate experimental designs			
Finding data in home discipline			
Finding data in other disciplines			
Working with and interpreting data			
Conducting statistical analyses			
Working with and interpreting numbers and quantitative analyses			
Working with and interpreting qualitative analyses			
Working in a cross-disciplinary research team			
Navigating the peer review process			

Science and Interdisciplinary Communication	**Low (1)**	**Mod (2)**	**High (3)**
Basic writing and editing skills			
Writing scientific publications			
Writing grant proposals			
Writing for non-scientists			
Speaking about research clearly and effectively			
Presenting research to scientists within discipline			
Presenting research to non-scientists or those outside of discipline			
Speaking to the media			
Negotiating difficult conversations			
Training or teaching others			
Targeting communication for a specific audience			
Management and Leadership Skills	**Low (1)**	**Mod (2)**	**High (3)**
Providing instructive feedback			
Receiving and responding to feedback			
Planning and organizing projects			
Time management			
Developing/managing budgets			
Data management			
Creating vision and goals			
Inspiring and motivating others			
Serving as a role model			
Developing and maintaining intellectual community			
Developing and maintaining a career/disciplinary network			
Add your own if necessary	**Low (1)**	**Mod (2)**	**High (3)**

Values Assessment

Rate the importance of the following values in your research/career: low, moderate, or high importance.

Value	**Low (1)**	**Mod (2)**	**High (3)**
Help Society: contribute to the betterment of the world			
Help People: directly helping individuals or small groups			
Influence People: be in a position to change attitudes or opinions of others			
Make Decisions: have authority to decide courses of action, policies, etc.			
Independence: work with little direction from others			
Teamwork: work in collaboration with others as part of a team			

Creativity: originate and develop new ideas			
Predictability: have job duties that are similar day-to-day			
Variety: have job duties that change frequently			
Diversity: work in an organization that respects & promotes diverse voices			
Intellectual challenge: perform work that is intellectually stimulating			
Job security: be assured of keeping a job and salary			
Risk-taking: trying new approaches, despite potential negative outcomes			
Continued learning: be challenged to learn new skills or knowledge regularly			
Supervision: be directly responsible for others			
Expert status: be acknowledged as an expert in a given field			
Prestige: work in a position or org which carries respect with family/ friends			
Frontiers of knowledge: be on the cutting-edge of developing new ideas			
Flexible schedule: have some choice over the hours or days I work			
Professional development: have a job with opportunities for growth			
Job tranquility: work in a low-pressure environment			
	Low (1)	**Mod (2)**	**High (3)**

2. Identify Objectives

What are your objectives for graduate school?

When you leave graduate school, you want to be an expert in these following areas:

At the end of the Future Rivers traineeship, you hope to have learned/gained skill in:

How do you believe the Future Rivers traineeship will help your career?

Compare your skills and interest with your objectives. Identify in which skills must you be proficient to meet your objectives (circle those skills on pages 3-4). Of those, which skills are of most critical need for further development (low skill)? Which skills would benefit from further/continued development because they are of high interest? Which skills could benefit from further development but are not priorities? How does considering your values modify this list?

	Moderate Interest	***High Interest***
Mod Skill	**Skills that wouldn't hurt to develop but not priority**	**Skills that would benefit from further development/continual improvement**
Low Skill	**Skills that could benefit from further development**	**Skills in critical need of further development**

Summarize your objectives

What are your top 3-5 graduate school objectives?

What are your top 3-5 Future Rivers training objectives?

What are your top 3-5 early career objectives?

3. Goal Setting

Prior to meeting with your faculty advisor, identify at least two skills identified as critical or that would benefit from development, list specific step(s) you will take. Develop this list over the course of your graduate studies.

Required skill	Specific step(s) to develop the skill (what and when)	How will you know you've improved?

4. Implementing your development plan

Review and rework your plan with your advisor. Return a signed copy of this document to the Future Rivers Program Manager for your files. Remember this plan is a living document and consider revisiting it annually with your advisor.

Student Name (Printed & Signature): _____

Date: _____

Use the optional template below to map out your 2–4-year degree program with planned courses and traineeship elements and identify how they relate to critical skills and/or list other critical skills that will require development. Feel free to fill in for past years or start at your current year if you have already begun your graduate degree program. If you are keeping track of this information in a different format, you can leave this section blank or only partially completed – whatever is most helpful to you.

Year 1

	Fall	***Spring***	***Summer***
Courses			
Future Rivers Program Elements			
Other Opportunities (e.g., conferences, workshops, trainings)			
Critical Skills			

Year 2

	Fall	***Spring***	***Summer***
Courses			
Future Rivers Program Elements			
Other Opportunities (e.g., conferences, workshops, trainings)			
Critical Skills			

Year 3

	Fall	***Spring***	***Summer***
Courses			
Future Rivers Program Elements			
Other Opportunities (e.g., conferences, workshops, trainings)			
Critical Skills			

Year 4

	Fall	***Spring***	***Summer***
Courses			
Future Rivers Program Elements			
Other Opportunities (e.g., conferences, workshops, trainings)			
Critical Skills			

Notes:

Advisor Name (Printed & Signature): _____

Date: _____