

Colorado State University RAM Individual Development Plan (Altered by Department of Psychology)

Basic steps of the IDP

Mentee Activities

Mentor Activities



1 Evaluate yourself.



2 Create an Individual Development Plan (IDP).



3 Consult with your mentor about your IDP.

Sign the IDP check sheet as a voluntary contract with your mentor.

Help your mentee revise the IDP.

Sign the IDP check sheet as a voluntary contract with your mentee.



4 Execute your IDP.

Help facilitate the IDP



5 Revisit your IDP regularly and as needed.

Regularly review and provide support.



Create Your RAM IDP



Evaluate current responsibilities

Create specific definitions of objectives and strategies below that will help you be successful in your current role. Include an explicit time frame for the start and end of these actions. Make measurable outcomes that are clear enough to allow yourself and others to know if you've met your objectives.

Objectives or skills to attain	Specific activities and strategies	Start and end dates with regularity	Measurable outcomes

Create personal career objectives

Create specific definitions of objectives and strategies below that will prepare you for success in your next career step. Include an explicit time frame for the start and end of these actions. Make measurable outcomes that are clear enough to allow yourself and others to know if you've met your objectives.

Objectives or skills to attain	Specific activities and strategies	Start and end dates with regularity	Measurable outcomes

Objective prioritization

Consider your objectives, prioritize them, and organize them into short term and long term goals.

	Within the next 6 months	More than 6 months away
Most important		
Lower priority		

Consider your effort

In the past year and/or with your current plans, what percentage effort do you put to each of these areas?

Research	Courses/Training	Teaching	Professional Service	Wellness
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

In the next year, how will you change these percentages?

Research	Courses/Training	Teaching	Professional Service	Wellness
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

List other degree requirements completed: (for example, committee formed, GS-6 form, Preliminary Exam, etc.). Indicate requirements completed during the last year.

List TA/RA service during the last year and provide feedback on your level of effort and your experience.

Self Assessment: Skills, Mentoring, Prior Accomplishments, and Goals

Skills. There are several critical skills, including research, critical thinking, and communication, that will help you excel in your graduate work and post-graduate career. Please evaluate your strengths and weaknesses for each skill below relative to where you think a student should be at the end of their graduate program. Please check boxes for skills that you would like to target in the coming year.

During your assessment with your advisor, you two should discuss these skills to help further set your goals.

	Select your perceived current ability level (1 = weak; 2 = moderate; 3 = strong)	Target skill for this year
Research Skills and Scientific Thinking		
Broad-based knowledge of science		<input type="checkbox"/>
Critical reading of scientific literature		<input type="checkbox"/>
Experimental design		<input type="checkbox"/>
Statistical analysis and interpretation of data		<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"/>

This table is from the Stanford Bioscience Individual Development Plan

What have you found most beneficial of the mentoring you have received?

Is there anything that would improve the mentoring you receive?

A successful mentor-mentee relationship in graduate school is hinged on mutual benefits. What are some goals that you have surrounding how you can contribute to your mentor's lab?

What are some resources that you will access outside of your mentor/mentee relationship to make sure that your personal and professional goals are obtainable? (please list 1-2; for example, CSU professional series; CSU writing workshops, etc....)

Is there something that I, your primary advisor, can do to help you further achieve your goals?

****Please remember your success as a student is tightly linked to your wellness and take a moment to reflect on how you plan to maintain this for the coming year. I sincerely hope that you prioritize your health and don't hesitate to come to me if we need to refine goals and timelines at any point during the year. The [CSU Health Network](#) is also a resource available to help students care for their body and mind****

Map your mentor network

Develop a network of mentors to enhance your opportunities and successes by allowing the range of support and expertise that you need to be distributed across a group of mentors with true expertise or who are excellent role models. A single individual is unlikely to meet all of your mentoring needs. Use the chart below to identify individuals in your mentor network, the role they play or expertise they provide, and how often you will meet with them. Consider how each mentor will support you to determine overlap and gaps in your network.

	Meeting frequency & format (in person, virtual, phone)	Roles, responsibilities, & expertise	Are these meetings and roles sufficient?	Do you initiate meetings?	Need help finding or coordinating?
Lead mentor					
Dissertation/ Thesis committee: as a group (List names)					
Dissertation/ Thesis committee: one-on-one (Names/roles)					
Additional mentors (Names/roles)					
Collaborators (Names/roles)					

PART B: To be completed by the advisor

1. Areas of Strength (Examples from areas such as courses, milestones completed, research, teaching, professional activity)

2. Areas for Growth and Development for the next year (for example, development of research, writing, public speaking skills, and/or teaching skills, improved course performance)

3. Milestones to complete/Plans for the next year (courses and credit hours to complete, exams to complete, expected progress on thesis/dissertation/project, publications or other professional activities, and professional development recommendations. *will be revised as needed with student during meeting

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____