



Student Name

Mentor Name

Date



As a PhD student you are expected to “own” the education you are pursuing. The Clinical Translational Sciences (CTS) program will help you to develop your passion in research and clinical experience. Your mentor is here to help you develop into a scientist. Actively seeking his/her guidance is key to your development, especially as you enter your research years.

Setting goals and taking stock of whether you have accomplished these goals is crucial to being productive. As a mentee, your job is to advance your career and have open discussions with your mentor to enhance your maturity and abilities in the scientific world. This form will help you to honestly address your career development by allowing you to share your responses to the questions and discuss in detail with your mentor.

1. **Take adequate time to answer these questions** but also let them move you to think of the broader picture of your experience. Remember this document is to assist you to establish and achieve your goals as they relate to your research training.
2. **Schedule a meeting with your mentor early in the year (before Sept. 1)**, and share the completed IDP with him/her before you meet. You are responsible for scheduling the IDP meeting, as well as semi-annual progress meetings with your committee.
3. **It is your meeting**; you can lead the discussion toward your areas of interest, questions, or objectives related to your training. Use this time to move toward action items.
4. **Develop an Action Plan**, and revisit it in your meetings with your mentor *throughout the year*.
5. **Notify the CTS Program Coordinator** of the date and time you met with your mentor by sending an email:

In Tucson to: Anabel Moreno at anabelg@email.arizona.edu

In Phoenix to: Katharine Gonzales at kgonzales@email.arizona.edu

(The contents of the IDP and your discussions with your mentor remain confidential, unless you wish to share it with others.)

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SCIENTIFIC / RESEARCH GOALS & OBJECTIVES

Do you have a clear / well-defined plan and endpoint for your project?

How confident are you in your ability to complete it by year 4?

How well do you think you know the field in which you work? If insufficient, what help do you need in identifying relevant readings or other means to become a true expert in your field?

What are your near-term research goals? For each goal, specify any areas where you feel you need specific improvement or additional training (e.g., the need to learn high-throughput sequencing). Include any techniques you want to learn, scientific collaborations, introductions to other scientists, etc.

CHALLENGES

Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set out last year with your mentor/advisor.

What actions have you taken to meet these challenges?

How can your mentor better assist you?

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EVALUATE YOUR SKILL SET

One of the most important part of your graduate training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses relative to where you think a student at your stage should be, and check the boxes for skills that you would like to target in the coming year. Ask you mentor if he/she agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set training goals. Identify your perceived current ability level from weak (1) to strong (3), then select your target skills.

	1 weak	2	3 strong		1 weak	2	3 strong
RESEARCH SKILLS & SCIENTIFIC THINKING				Target skill	LEADERSHIP / PERSONNEL MANAGEMENT		
Broad-based knowledge of science	1	2	3		Delegating; providing instruction	1	2 3
Critical reading of scientific literature	1	2	3		Providing constructive feedback	1	2 3
Experimental design	1	2	3		Dealing with conflict	1	2 3
Statistical analysis	1	2	3		Leading and motivating others	1	2 3
Interpretation of data	1	2	3		Serving as a role model	1	2 3
Creativity and innovative thinking	1	2	3		Setting expectations	1	2 3
WRITING					PROFESSIONALISM / INTERPERSONAL		
For a scientific publication	1	2	3		Identifying and seeking advice	1	2 3
For a research proposal	1	2	3		Upholding commitments/deadlines	1	2 3
For a lay audience	1	2	3		Maintaining positive relationships	1	2 3
Grammar/structure	1	2	3		Approaching difficult conversations	1	2 3
Editing your own writing	1	2	3		PROJECT MANAGEMENT		
ORAL COMMUNICATIONS					Planning projects	1	2 3
To a specialized audience	1	2	3		Breaking down complex tasks	1	2 3
To a lay audience	1	2	3		Time management	1	2 3
In a classroom	1	2	3		Managing data and resources	1	2 3
One-on-one	1	2	3				
English fluency	1	2	3				

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Mentoring is a distributive process, allowing you to take advantage of the talents and experiences of many people throughout your training. You may want to consider using all of some of the IDP as an impetus for conversations with each of your mentors, not just your advisor. In the space below, consider the breadth of mentoring you currently receive.

	How often do you meet?	Is this adequate?	Do you initiate meetings?	Need help finding or coordinating?
Mentor's name				
Thesis Committee Members; meet as a group				
Thesis Committee Members; meet one-on-one				
Additional Mentor(s) Names				
Collaborators (List Names / Roles in your research)				

What type of mentoring have you found to be most beneficial? Is there anything that would improve the mentoring you receive?

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PROFESSIONAL AND PERSONAL DEVELOPMENT

What are your long-term goals (i.e., activities you want to be doing on a daily basis 5-10 years after you graduate)?

- What professional and/or other factors inform these goals?

For each goal you have listed above, identify one or two shorter term objectives that may be important to achieving the goal.

- How will you meet these goals in the next year?

What guidance would help you with your career development and exploration of career options?

What features of your lab group and your relationships with colleagues are most helpful and supportive to your personal development?

Are there any factors that you are concerned may negatively affect your progress? What help can your mentor or other faculty/staff provide? Indicate whether you need help finding professional or personal development resources.

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DEVELOP YOUR ACTION PLAN

Your Action Plan should be developed jointly with your mentor during or after the discussion. Keep it accessible for your annual IDP meetings with potential monthly revisions, as determined by the two of you.

1 Projected Timeline

What is the projected timeline for completing your current projects and publishing your work? In what semester/year do you expect to graduate?

2 Target Skills

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

3 Activities

List any activities in which you and your mentor agree you should participate to achieve your professional career goals in the coming year.

4 Financial Support

If you know, what will be your financial support for the year? Have you applied for extramural support?

5 Additional Actions

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

6 Following up

How often do you and your mentor plan to meet?

7 Other