

Fellow Name: _____

TEAMS Mentor: _____ Learning Community Mentor _____

Date of IDP Development: _____

1. Fellow Skills and Knowledge Self-Assessment (summarized from my IDP at <http://myidp.sciencecareers.org/>; recommend reassess annually)

Component	Fellow Comments/Date	Proficiency (scale from 1-5)	Mentor Comments/Date
Scientific Knowledge			
Research Skills			
Communication Skills			
Professionalism			
Management and Leadership Skills			
Responsible Conduct of Research			
Career Planning			

2. YOUR GOALS. Prior to meeting with your assigned one-on-one mentor, reflect on your research and professional goals. In the grid below, articulate one- and three-year goals. Use SMART* goal format. For example, a short-term goal might be “to submit an NIH career development grant application by February deadline” and a longer-term goal might be “to publish sufficient peer reviewed databased publications for promotion to Associate Professor.” (Examples are provided below but should not be limiting).

Designing research	Finding funding	Managing conflict
Writing grants	Managing data	Having difficult conversations
Collaborating effectively	Cultural competency, diversity, inclusion	Hiring and managing personnel
Leading teams; being an effective team member	Speaking before groups	Managing budgets

* S=Specific, M=Measureable, A=Achievable, R=Relevant, T=Time Bound

Research/Professional Goals and Strategic Plan to Achieve (Distinct to the individual mentee, developed from Self-Assessment)

Goals: Short term (1 year)	Strategies to Achieve Goal	Timeline to Complete	Benchmark for achieving goal	Progress Review/Date
Goal 1:				
Goal 2:				
Goal 3:				
Goals: Long Term (3 years)	Strategies to Achieve Goal	Timeline to Complete	Benchmark for achieving goal	Progress Review/Date
Goal 1:				
Goal 2:				

Outcomes/Products Planned in next year (Short term goals)

Outcomes/Products Planned and Target	Planned Date for Completion	Progress Review (completion date)
Grant(s)		
Manuscript(s)		
Abstract(s)		
Presentation(s)		
Other		

3. YOUR TRAINING. Prior to meeting with your assigned one-on-one mentor, consider what training you need to meet your goals. Consider what you would do in the next year. Example, enroll in an Advanced Data Analysis course, attend specific research methods workshop, join a journal club, or obtain hands on research experience with an expert in the field. Consider resources needed such as financial support, tuition reimbursement, support from Department, access to equipment, introduction to expert, etc.

Training Goals and Strategic Plan to Achieve (Distinct to the individual mentee, developed from Self-Assessment)

Goals	Strategies to Achieve Goal	Resources needed	Timeline to Complete	Benchmark for achieving goal
Goal 1:				
Goal 2:				
Goal 3:				

4. POTENTIAL MENTORS. In addition to your assigned one-on-one mentor and Learning Community Mentor for the TEAMS Program, identify additional people who can assist you in meeting your goals. These can be mentors internally or at other institutions. They can be more senior individuals or “near peers.” For each potential mentor, indicate what you believe this person can provide (objectives), and what you hope to get out of the relationship (outcomes).

Mentor	Objectives	Outcome

5. SIGNATURES/DATE INDICATING REVIEW. Although optional, we encourage you to share this document with your assigned one-on-one mentor. This can be a useful as a discussion item and help your assigned mentor better understand your professional goals.

	Time Period 1	Time Period 2	Time Period 3	Annual Review
Fellow				
One-on-One Mentor				