## LARSON LAB — INDIVIDUAL DEVELOPMENT PLAN

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| Your Name:       | Date:       |
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**PART I**

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| RESEARCH PROGRESS |

1. What are the scientific questions that guide your research?

1. Describe your research accomplishments during the past year, focusing on: hypotheses tested in controlled and replicated experiments; data obtained and analyzed for discovery-based projects; new techniques developed.

1. What technical skills have you acquired or refined in the last year?

1. If there have been obstacles to achieving research goals in the last year, describe these and how you have addressed them or anticipate addressing them.

1. What presentations and publications have resulted from your work in the last year?

1. List fellowships or grants you submitted, received or both in the last year.

1. What technical skills have you acquired or refined in the last year?

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| RESEARCH PLANS |

1. What are your research goals for the coming year (e.g., new hypotheses to be tested, experiments to complete for a publication, new directions to explore)?

1. What are the pinch points or critical experiments necessary to facilitate your research goals?

1. Are there specific resources or techniques that you will need to acquire or improve in the coming year for your research to succeed?

1. What are the anticipated titles and target journals for papers you expect to submit in the coming year? If no papers are expected within 12 months, indicate your intended time to the next publication.

1. At what meetings or other venues will you present your research this coming year?

1. What is your current funding source and when does it expire?

1. What funding do you anticipate seeking in the next year to support salary, research expenses, or both? What are the relevant deadlines?

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| PROFESSIONAL DEVELOPMENT |

1. What are your primary long-term professional goals?

1. What are your “backup” or secondary long-term professional goals?

1. What month and year do you expect to complete your appointment or studies? What do you aim to have accomplished by then (papers, specific skills acquired, etc.)?

1. List any professional development activities completed in the past year (e.g., workshops, informational interviews, networking, job interviews).

1. What departmental seminars, research group meetings, or journal clubs have you attended regularly in the last year?

1. What skills, expertise, connections and training would you need to be successful with primary long-term professional goals?

1. What skills, expertise, connections and training would you need to be successful with secondary long-term professional goals?

1. What are your plans to enhance skills, connections, marketability, or career options in the coming year? Include those that you might need assistance in achieving.

1. Have you been involved in mentoring students or others in the past year and do you wish to engage in mentoring activities in the coming year?

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| SELF-EVALUATION |

1. How would you rate your productivity? Do you consider yourself to be on-target for completing your training and moving on to your next career stage?

1. What has been your most significant growth area in the past year?

1. Is there a particular area for growth on which you hope to focus in the coming year?

1. What personal qualities are most likely to facilitate your achievement of research and professional goals? What personal qualities are likely to be an impediment and are there steps you can take to improve in this area?

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| RESEARCH AND TRAINING ENVIRONMENT |

1. Are there specific ways in which the overall research and training environment could be improved for you or lab personnel more generally?

1. Are there specific changes in mentoring style or mentoring activities that would benefit you personally?

1. Do you have any concerns about lab culture or interpersonal dynamics, or suggestions for improving these aspects of the lab?

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**PART II**

Rate yourself relative to others at your career stage with your career goals.

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| Research Skills |
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|  | NA | poor | fair | good | excellent |
| Broad-based scientific knowledge |[ ] [ ] [ ] [ ] [ ]
| Familiarity with current and historical literature in field(s) |[ ] [ ] [ ] [ ] [ ]
| Creativity / ability to develop new research directions |[ ] [ ] [ ] [ ] [ ]
| Problem solving / troubleshooting |[ ] [ ] [ ] [ ] [ ]
| Formulation of hypotheses and predictions |[ ] [ ] [ ] [ ] [ ]
| Experimental design |[ ] [ ] [ ] [ ] [ ]
| Statistical analysis |[ ] [ ] [ ] [ ] [ ]
| Critical interpretation of results |[ ] [ ] [ ] [ ] [ ]
| Molecular biology  |[ ] [ ] [ ] [ ] [ ]
| Microscopy and imaging |[ ] [ ] [ ] [ ] [ ]
| Genomics and single-cell methods |[ ] [ ] [ ] [ ] [ ]
| Fish genetics |[ ] [ ] [ ] [ ] [ ]
| Fish husbandry |[ ] [ ] [ ] [ ] [ ]
| Software (e.g., FMP Pro, Adobe Photoshop, Adobe Illustrator, Prism, JMP, R, Matlab, etc.) |[ ] [ ] [ ] [ ] [ ]
| Bioinformatics (e.g., genomic, transcriptomic analysis, coding fluency) |[ ] [ ] [ ] [ ] [ ]

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| Communication |
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|  | NA | poor | fair | good | excellent |
| Oral presentations—formal |[ ] [ ] [ ] [ ] [ ]
| Oral presentations—informal research in progress, logistics talks, etc. |[ ] [ ] [ ] [ ] [ ]
| Communicating in conversation |[ ] [ ] [ ] [ ] [ ]
| Communicating in written correspondence |[ ] [ ] [ ] [ ] [ ]
| Grantsmanship |[ ] [ ] [ ] [ ] [ ]
| Manuscript writing |[ ] [ ] [ ] [ ] [ ]
| Grammar and sentence structure |[ ] [ ] [ ] [ ] [ ]
| Narrative logic and flow |[ ] [ ] [ ] [ ] [ ]
| Figure composition |[ ] [ ] [ ] [ ] [ ]

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| Time Management and organization |
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|  | NA | poor | fair | good | excellent |
| Upholding commitments and deadlines |[ ] [ ] [ ] [ ] [ ]
| Working efficiently |[ ] [ ] [ ] [ ] [ ]
| Establishing priorities, sequencing of tasks |[ ] [ ] [ ] [ ] [ ]
| Multitasking |[ ] [ ] [ ] [ ] [ ]
| Written documentation of research effort |[ ] [ ] [ ] [ ] [ ]
| Organization and preservation of data |[ ] [ ] [ ] [ ] [ ]

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| Interpersonal skills, personnel management and leadership |
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|  | NA | poor | fair | good | excellent |
| Collaboration / working in a team |[ ] [ ] [ ] [ ] [ ]
| Networking / meeting new colleagues |[ ] [ ] [ ] [ ] [ ]
| Collegiality / helpfulness towards others |[ ] [ ] [ ] [ ] [ ]
| Management of own project |[ ] [ ] [ ] [ ] [ ]
| Supervising / managing people |[ ] [ ] [ ] [ ] [ ]
| Leading and motivating others |[ ] [ ] [ ] [ ] [ ]

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