



**UNIVERSITY
OF ALBERTA**



Individual Development Plan

PRO

Faculty of Graduate Studies and Research | Professional Development

**Third
Edition**

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Please Note: Graduate students admitted from September 2016 and onwards are required to complete the University of Alberta Professional Development Requirement, which includes the Individual Development Plan (IDP) and eight hours of professional development activities. For more information, contact the Professional Development Team: grad.pd@ualberta.ca

Professional Development Requirement

Why a PD Requirement for Students Who Have a Professional Path?

After consultation with the Graduate Students' Association and FGSR Council, and considering economic job trends, the University of Alberta is the first Canadian university to implement the Professional Development (PD) Requirement (following some of the Ivy League colleges in the United States). The Individual Development Plan (IDP) is designed to consider the experiences, knowledge, wholeness, and future of all graduate students, who represent a tremendously diverse graduate student community. Within these considerations the IDP is designed to align with an Indigenous world views to see the "whole person (physical, emotional, spiritual, and intellectual) as interconnected to the land and relationships to others (family, community, nation) ¹ as part of the career journey. This perspective was describe as a "Holistic Lifelong Learning Mindset" by the Canadian Council on Learning (2009). The IDP is an opportunity to respect Indigenous knowledge, to present career development in a way that is relevant to Indigenous students and faculty, to take responsibility to foster inclusion, and to provide reciprocity for students and faculty to learn together. The approach to consider the "whole person" also will resonate with our broader graduate community who come from many faiths and cultures.

Graduate students who are already in the workforce, graduate students who are in a professional program and mature graduate students typically have professional career or life goals they want to achieve. No doubt you recognize the value of lifelong learning and achieving your graduate degree marks a key step to achieving your goals. The IDP offers you an opportunity to think about your professional and life goals in a structured and supported manner. We want you to make the most of your graduate program and think about where you want to be when you complete your degree. We want you to complement the disciplinary knowledge you develop through your graduate program with experiences, skills, and competencies you identified to achieve your goals and fulfill you as a whole person. For many graduate students this includes making beneficial contributions to their community and society at large. We also want you to see yourselves as the innovators of the future. All graduate students develop aspects of the entrepreneurial mindset during their program. Entrepreneurship being more broadly defined as "the innate desire to be engaged in work that matters, to solve problems and to see our work lead to more meaning and prosperity in our lives²."

The PD Requirement with its two components (IDP and eight hours of professional development activities) are flexible and allow you to tailor the requirement to your individual needs. If you wish to explore each of the upcoming sections in more detail, the comprehensive IDP for Graduate Students workbook offers additional guidance. Some departments have professional development incorporated into their programs. Please check with your department to confirm how this requirement is fulfilled in your program.

¹ Cull, I., Hancock, R.L.A., McKeown, S., Pidgeon, M. & Vedan, A. (2018). Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors. Victoria, BC: BCcampus. Retrieved from

<https://opentextbc.ca/indigenizationfrontlineworkers/chapter/indigenous-ways-of-knowing-and-being/>

² Schoeniger, Gary. (2021). The Ice House Train-the-Trainer Entrepreneurship Course. The Entrepreneurial Learning Initiative. Mentor, Ohio

Individual Development Plan

Why May an Individual Development Plan Look Familiar?

IDPs are a standard practice in the workplace and have long been used as a career-planning tool in industry, government and education. When IDPs moved into the academic arena, postdoctoral fellows and graduate students found they were more productive, more satisfied with their experience, and had fewer supervisory conflicts. If you already have an active workplace IDP, consider using this towards your PD requirement. You will still want to review your timeline with an academic lens.

We would encourage you to look at your IDP from a holistic perspective (physical, emotional, spiritual, and intellectual) to make sure you are connecting with all aspects of your life. This can extend to your family, community, and even the land and place where you reside or collect your research data. The lifelong learning framework was adapted³ to capture the holistic essence of what can be considered in your career journey and may inspire you to consider which pieces are influencing you. It is an excellent tool to see these connections.



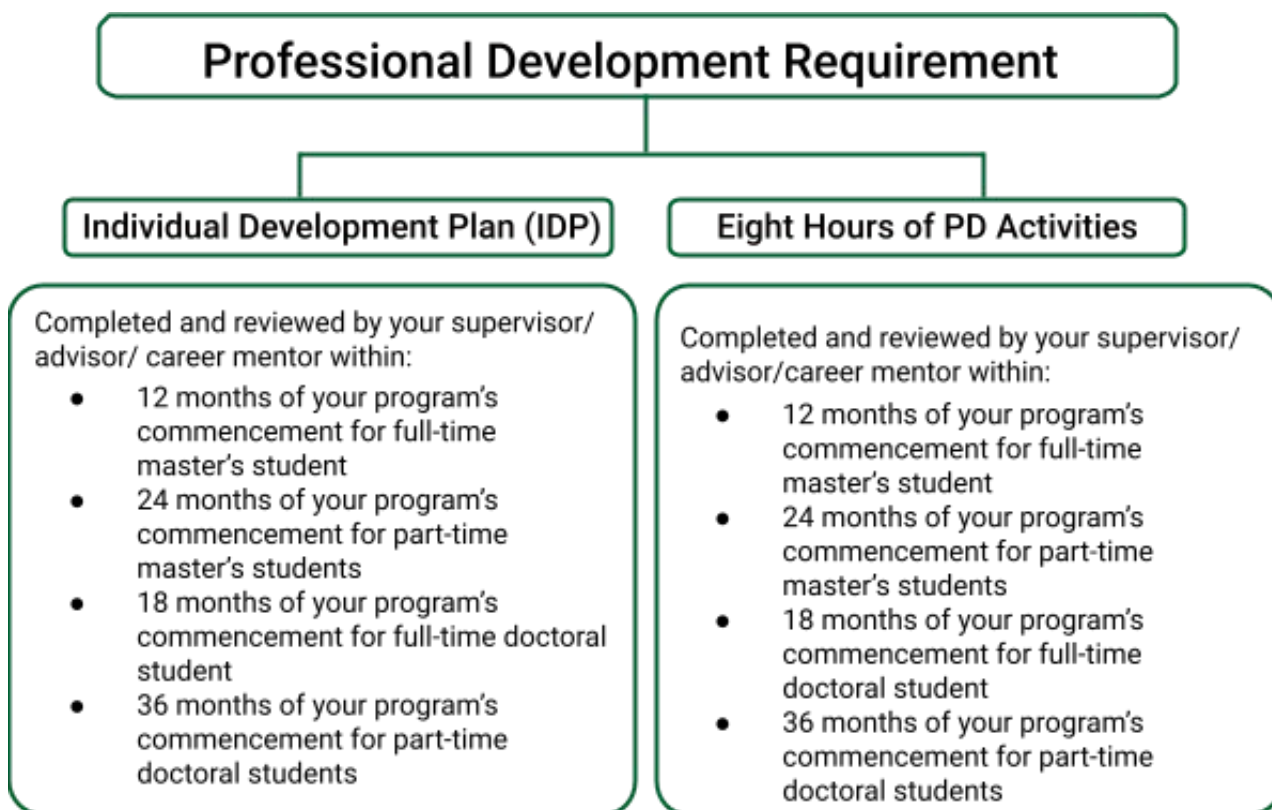
³ Indigenous Education Holistic Lifelong Learning Framework. (2022) Calgary Board of Education
<https://www.cbe.ab.ca/about-us/policies-and-regulations/Documents/Indigenous-Education-Holistic-Lifelong-Learning-Framework.pdf>

Overview of the PD Requirement

Getting Started and Deadlines

The PD Requirement has two components: 1) the completion of the IDP, and 2) eight hours of professional development activities. While work on your IDP cannot be counted as part of the eight-hour professional development requirement, it is designed to complement other PD activities. The two-part IDP Series can guide the completion of your IDP and can help you prepare to review it with your supervisor, advisor and/or career mentor. For distance learners or those that find it challenging to attend in-person workshops, the IDP Online Workshop can support your career planning. As you complete your IDP, ensure that you have set aside sufficient time to think deeply about where you want your degree to take you, the skills and competencies (human qualities) you already possess as well as those you want to develop. Finally, take the time to think carefully about your timeline for program completion and professional development activities, as it will help support timely degree completion.

To help you take advantage of internships and other great professional opportunities available on campus your **IDP** must be finalized and reviewed by your supervisor, advisor or career mentor by certain deadlines depending on your academic program. IDPs are the property of the student and not retained by the department or supervisor.



Steps for Completing Your IDP

It is recommended that you update your IDP annually. As you move through your program your skills and competencies will grow, and your personal and professional aspirations will evolve in response to new opportunities that emerge. Regularly considering factors that influence your career management such as shifting priorities and personal circumstances will also ensure that you are preparing well for your professional and life goals. If you are in a constant state of change, you may want to set more incremental goals, allow greater flexibility with your plans, and certainly recognize you are on an independent path that cannot be compared to others. The IDP has four main components and a recommended annual review. Each step is explained in detail as you move through the workbook.



Overview of the Eight Hours of Professional Development Activities

As a graduate student with professional experience, and potentially still employed, consider using the workshops and training from your workplace towards your PD requirement. When it comes to the eight hours of PD activities, the PD Requirement is intentionally flexible to allow you to tailor your activities to your individual needs, disciplinary context, previous work experience, and personal or professional aspirations. The eight hours of PD Activities will vary greatly from student to student because it is tailored to YOU. As you complete your IDP, think about the types of professional development opportunities and workshops that will support the skills, competencies and accomplishments you want to develop.

A professional development activity fulfills the requirement if it contributes to the acquisition of skills, knowledge, and mindset, and includes **ALL** of the following three components:

- Comprises of formal training or active learning with an assessment component (self-assessment, reflection, quiz, write-pair-share, evidence of knowledge application). Learning activities under the tutelage of Indigenous elders fall under this consideration where students may provide a self-assessment, application of knowledge, reflection, or acknowledgement that aligns with Indigenous recognition of learning.
- Falls outside of research methods training, capstone project, thesis or equivalent, and required practicum . Practicums and internships that have assessment, reflection, and feedback components can be applied towards the PD requirement (eg. GSIP) . Service on University of Alberta sanctioned committees are also eligible for a maximum of two hours of professional development credit.
- Supports the career goals and/or seven skills/competencies identified in the individual development plan.

Your Department Approves PD Activities: Your department must approve your eight hours of PD Activities. Contact your department if you have questions about the approved PD activities.

Before You Begin: Top Tips for Your IDP and Beyond

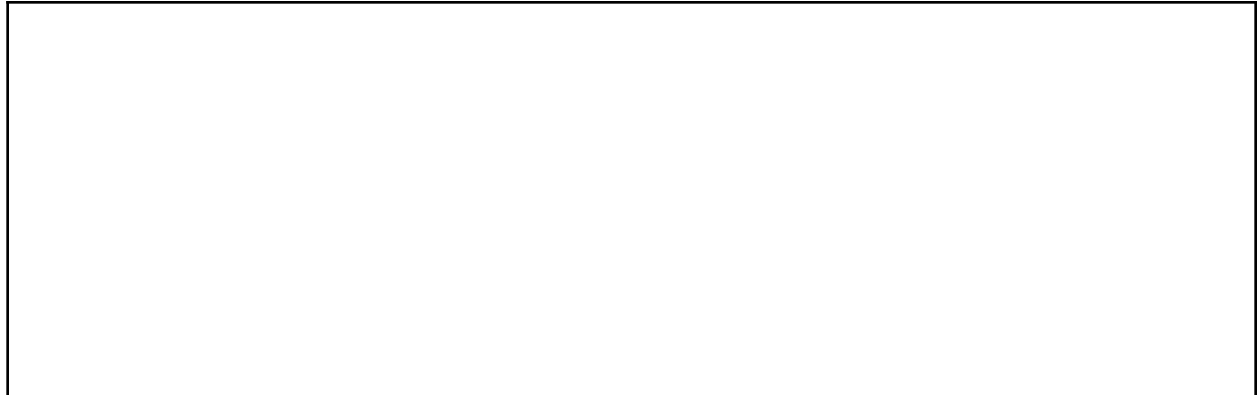
1. **Take adequate time.** It can take more than a day to fully explore your career options. Follow current trends about job markets. Keep an open mind about various career paths and position yourself for a transition into multiple career paths. Recognize your career directions may also change over time as new opportunities emerge, your interests shift, and your personal commitments change. Also, remember that a career is about both paid and unpaid experience, formal and informal learning, and leisure activities. **All** of your activities positively affect your career.
2. **Take action, reflect, and rest.** It is important to be productive in your program and to make good use of your time. It is also important, though, to reflect on what you have learned and how it might impact your next steps. Taking time to rest is also important to ensure that you are attending to self-care. Developing the habits of taking time to reflect and rest will set you up for healthy career and life management. This may include taking time to connect spiritually with yourself, others, and your surroundings. Reflect on how your journey is aligning with your values and what is important to you.
3. **Career exploration is continuous.** Keep an ongoing list of sessions and activities that are attractive to you and continue to test whether your goals are a good fit. This exploration will build skills, experiences, and connections that you can leverage if and when needed. The PD Requirement offers this kind of opportunity through both career exploration and the eight hours of PD activities.
4. **Build meaningful connections.** A critical component of career and life management is to build meaningful connections with people within and outside your research area. There are ways to be of service to the university and to the broader community while creating new networks and skills. Having a community may be an essential part of your journey.
5. **Formal education is one piece of the academic journey.** Remember that your formal education is just one piece of what future employers seek. Employers hire people who have the right combination of knowledge, skills/competencies, related or lived experience and personal attributes. Invest in your future by taking time to build skills/competencies and experiences. Invest in understanding other worldviews and ways of knowing.
6. **Practice consistent communication.** Understand your supervisor/advisor's expectations and share your own. Provide a schedule of what you hope to accomplish in the short and long term and, by meeting regularly with your supervisor, advisor or committee, you will demonstrate your progress.
7. **Manage Up:** Your supervisor may need your support in supporting you! Provide your supervisor or advisor with links to support materials for the IDP so that they are also well prepared for your IDP conversation. Let your supervisor/advisor know what would help you to be effective in your program. Keep notes of your meetings and share them with your supervisor/advisor so you both have a clear understanding of next steps and expectations. This is an opportunity to include your advisor, supervisor or career coach on your journey, allowing them to learn with you as you explore ideas and opportunities.
8. **Look at the idea of "career" broadly:** When developing your IDP, think about your "career" in broad terms. Career is the sum of ALL experiences, including paid and unpaid work, formal and informal learning, lived experiences, and leisure activities throughout life. Recall that your career journey will include how you, as a whole person, are connected to others and to your environment. Note also that you may be building skills beyond what you had first anticipated, such as an entrepreneurial mindset.

IDP Step 1: Ideas Generation

As graduate students who may be employed, returning from the workplace, or entering a professional path, you need to be mindful of where you spend your time, energy, and money. You have expectations of what this graduate program will bring you. As a first step in creating your IDP, think about the things you do, areas that need further development, what is important to you in your life, and where you want to have impact. This will help you think about career paths that are a good fit (Step 2) and to evaluate opportunities that emerge. For each section below, review the set of questions and select one to reflect on. Use this question to explore what is meaningful to you as you build your career and life.

Understanding your motivators or purpose⁴ (Mind - to Know from Lifelong Learning Framework)

1. Which activities make me feel alive and engaged?
2. What do I like to do in my spare time?
3. When have I been motivated or inspired?
4. What tasks do you want to avoid in your life, career or job?



Leveraging your knowledge, skills, attributes and competencies (Body - to Do from Lifelong Learning Framework)

1. What are my strengths or what are my gifts?
2. What are my areas of growth?
3. How do I want to be remembered/what do my actions say (attributes or experiences)?



⁴You may want to consider "What is your purpose?" and reflect on how you got to where you are now. <https://hbr.org/2012/10/how-to-let-your-purpose-find-y>

Your hope for future generations and your legacy (Heart - to Belong from Lifelong Learning Framework)

1. What do I hope to create?
2. Where do I want to have an impact?
3. Who do I hope to inspire?
4. What social issues do I feel passionate about and want to help support or change?

Grounding Yourself (Spirit - to Be from Lifelong Learning Framework)

1. Where or how will you find emotional support for your journey?
2. How will you nurture your spiritual self?
3. Where do you find sources of inspiration?
4. What spaces help foster a sense of belonging or purpose for you?
5. What communities help foster a place of belonging or sense of purpose for you?

IDP Step 2: Self-Assessment

There are seven skills and attributes that alumni have identified as being helpful in their life post U of A and that employers look for in potential employees: communication, critical thinking, creativity, collaboration, confidence, scholarship and ethical responsibility. Employers are also interested in people who have values or personal characteristics that align with their organizations (and this will be explored in Step 3). Although you may find different groupings of competencies, you will find commonality among all lists. The reason for obtaining a graduate degree can vary from wanting to grow your own business to achieving a personal goal. Self-assessment can be useful to ensure you are aligning your graduate program to meet your goals. Reviewing the skills and attributes below can help you identify your areas of strength and growth.



2A: Creativity: Creativity is closely tied to critical thinking, and it impacts the extent to which you push disciplinary boundaries, solve problems effectively, and “think outside the box.” Creative thinking is also about your ability to balance logical thinking with creative energies, and draws upon all sources of knowledge and worldviews. This balance allows your ideas to be developed, reimaged and marketed, or which easily lends itself to entrepreneurial thinking and innovation. Look for evidence of this skill from your capstone project, thesis or internship. FGSR sessions that align with creativity include the Design Thinking series.

2B: Communication: An ability to communicate in a variety of contexts, with different audiences, and across cultures is an essential skill in your professional life that allows people to learn from each other and fosters inclusivity. This means communicating clearly and assertively, while demonstrating emotional intelligence and good listening habits. Communicating your ideas is essential in any entrepreneurial endeavor. Professional networking skills and exhibiting professional etiquette are also essential to your career success. Many FGSR sessions contribute to building communication skills including participating in the 3MT and Graduate Teaching and Learning Program.

2C: Confidence: Self-confidence drives all other competencies and has a direct impact on your career success. Your willingness to self-reflect, take risks and decisive action, and be self-directed are all indicators of your confidence. Perseverance and resilience are critical components in the development of confidence. Spiritual and emotional well-being play a critical role in building confidence and success. Sessions hosted during the Invest in Your Future and PD Week are intended to build your confidence and leadership capacity.

2D: Scholarship: Whether it is from doing a course paper, capstone project, or thesis, scholarship brings together diverse skills that demonstrate your capacity to locate, interpret, and manage information. Scholarship is more than your ability to develop a deep knowledge and broad scope of your subject field, it is also your ability to generate and share knowledge with the academic community and public. For some, this can be applied to researching the market needs of a policy, best practice, product or service, as demonstrated by entrepreneurial thinking. For others, this means tackling complex issues that impact their local or global community. Reflect on your academic activities and have discussions with your advisor, supervisor and colleagues on how you are developing these skills. The Innovation Bridge series can help you see the broader application of the skills you are building in your graduate program.

2E: Ethical Responsibility: Your ability to conduct yourself with ethical responsibility is inextricably linked to all the skills you bring to your professional life. To act ethically means conducting yourself in a principled way, not only by observing specific codes of behavior, but also by acknowledging others' work and worldviews, carrying out ethical research, separating your personal and professional lives, and demonstrating good use of your time. As a graduate student you are a member of the larger research community that carries additional expectations. Ethical responsibility is about demonstrating civic and social responsibility by sharing your research with society and advocating for the needs of others. These considerations can be extended to an entrepreneurial mindset. The Ethics and Academic Citizenship requirement is one avenue to help you develop these skills.

2F: Critical Thinking: Critical thinking is a central skill in your professional life. Your mental agility and ability to examine, interpret, deconstruct, and critique information impacts your capacity to perceive or troubleshoot problems, and to think strategically and creatively. Through your course work, capstone, thesis, and internship activities, you will have opportunities to demonstrate your process, interpret, and act on information. Likewise, your ability to examine personal and disciplinary assumptions impacts your ability to ask perceptive and clearly defined questions. This may require you to reflect on who you are as a whole person to generate greater self-awareness. These are skills that are shared with the entrepreneurial mindset and can be applied to reimagining your ideas for a new audience, assessing market fit, and identifying the impact on our local and global community. Our online access to courses can help you build a variety of skills and these are offered through FGSR, Mitacs, and Lynda.com.

2G: Collaboration: The ability to collaborate, assume different roles within the team environment, and build working relationships are crucial professional skills. Your ability to give and receive constructive feedback, have difficult conversations, and resolve conflicts are an essential part of collaboration and will require a deeper understanding of worldviews to connect with people. You will build these skills through teaching, community engagement, courses and research collaborations. Collaboration is critical to the entrepreneurial mindset, where you will find yourself working with others to resolve issues. Fostering and developing meaningful relationships within communities can result in deeply impactful outcomes. The Community Engagement course would be a great option if you are looking at how to create a more meaningful connection with the community.

TIP

Remember that the Faculty of Graduate Studies and Research (FGSR) offers a suite of nationally recognized professional development opportunities which can be counted towards your eight hours of PD Activities. You can learn about the programs, GSIP internships, events, and workshops offered by FGSR by visiting the PD Website and checking campusBridge. There are many other opportunities available to you through your department, the Career Centre, the Academic Success Centre, and your workplace or professional associations. Checking your email inbox for the Graduate Student Digest, Grad Short List, and PD Reminders.

Please look for the skills and attribute icons when registering for FGSR sessions as they denote session outcomes.

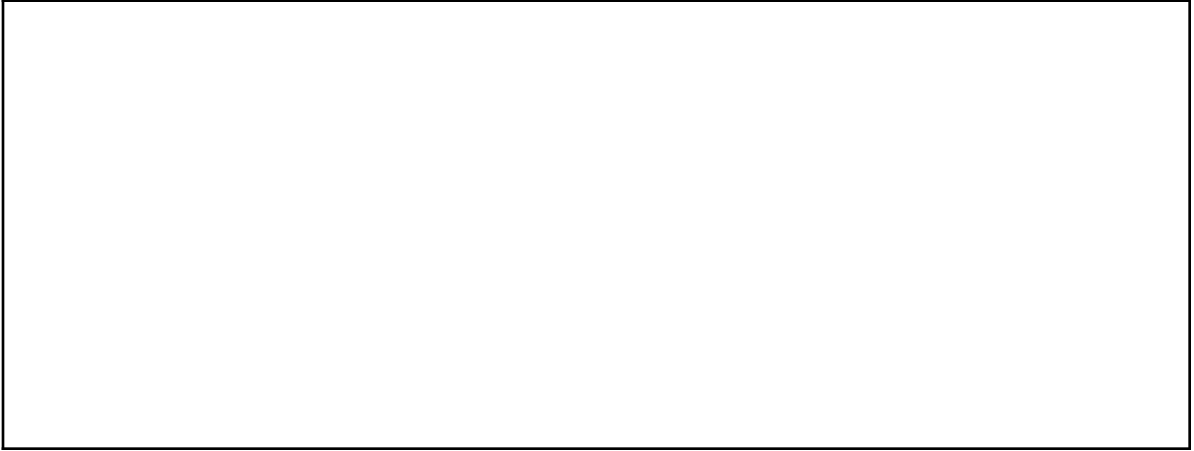
We will assume you have already acquired some work experience. If you have little to no work experience, the more comprehensive IDP will be more useful for you in assessing your skills. Taking the time to carefully think about how your experiences have supported the development of skills and competencies is an important part of career management. As part of your self-assessment you will identify specific examples of skills, competencies, accomplishments that you would like to work on and in the next step, identify how they will fit into your timeline.

1. What key words describe the positions or outcomes that you project for yourself when you complete your graduate program?

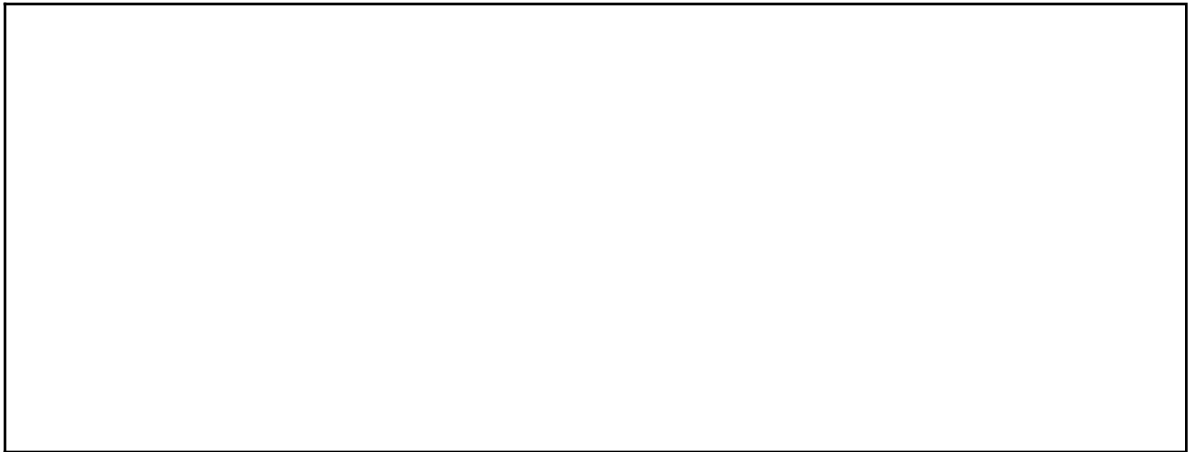
2. If your goals include a new position or career role, begin with a job/people search (using Indeed, Monster, Glassdoor, LinkedIn, Windspeaker, etc.) using these search terms. What skills, attributes, and accomplishments do they list? If your goals include a personal learning journey, your search may also include looking at the journey of other people and will draw from a wider variety of resources such as biographies and informational interviews. What experiences have they valued? You may wish to consider attributes that speak to the “whole” person.

3. Which of these skills, attributes, accomplishments do you also have? Give evidence.

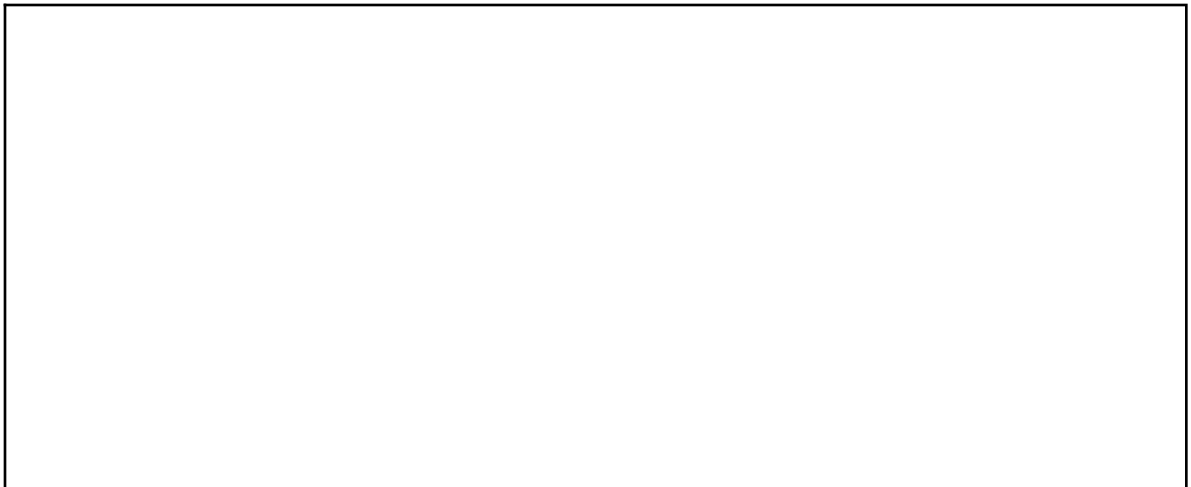
4. Which of these skills/attributes/accomplishments are you developing?

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5. What activities/training can you do during your graduate program that will allow you to fulfill your goals?

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6. What challenges, concerns, or potential roadblocks do you foresee in meeting your goals?

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IDP Step 3: Career Exploration or Goal Commitment

At this stage you need to identify three possible career paths or life goals that you would like to align with your graduate program. Review what you have written in Step One and remind yourself of the things you like to do, what you do well, what inspires you and what grounds you. Review what you have written in Step Two and the areas you want to work on. A more full explanation of values and preferences can be found in the comprehensive IDP for Graduate Students. For this step you want to be mindful of the parameters that keep you whole, that align with your values, and where you are willing to make compromises.

1. What are three goals or career roles that you want to align with your graduate program?

2. What are core values that are vital to the success of meeting these goals (What are you not willing to give up to meet your goals (e.g. can be related to travel, family, self-employment, autonomy, workplace flexibility, salary, work location, inclusivity, wellness, etc)?

3. What values are less important and you are willing to compromise? (May want to reflect on some of the challenges you have encountered or anticipate you will encounter)

IDP Step 4: Timeline

In this section, develop a timeline needed for completing your academic program, including milestones for your academic program, professional development activities, and personal commitments. Include plans for how you can tailor your program to develop your skills and competencies. How much time will you allocate to professional development? Can you leverage professional training you are doing elsewhere? Timelines will vary depending on your graduate program.

TIPS

1. **Understand your academic requirements:** To complete your program successfully, you need a plan. This includes planning for scholarship/grant applications, candidacy exams (PhD), Ethics and Academic Citizenship and Professional Development Requirements. Early in your program, ensure you know about ALL the requirements of your program and plan for the deadlines associated with them.
2. **Double the time:** Unexpected challenges can and do arise. Most people underestimate the time needed for things like experiments, the acquisition of data, and securing primary or secondary resources. Securing travel visas, funding, and permissions to gain access to library materials can take time. Build contingency plans into your timeline. How will you proceed if these things fall through or are delayed?
3. **Get it done:** Whether your program is thesis or course based, your program is a stepping-stone in your career journey. Recognize that you will not be able to explore all the complexities of the questions you are exploring in your research or studies. Complete your program. Do it well and move on.
4. **Consider others' schedules:** Your program will require you to work with other people and perhaps book access to other facilities. You will need to consider the availability of your supervisor, advisor and/or committee members as you plan your research and determine how you will meet major academic milestones.
5. **Map your time:** Use a calendar to map out your commitments and prioritize your time. In addition to planning a timeline in the long term, it is useful to chart out all your short-term obligations. Map out the items that are negotiable (course schedules, teaching/research assistantships, childcare, conferences, etc.). Once you complete this, start mapping how and when you will meet your other goals. It may be helpful to set completion deadlines for projects, academic milestones, etc. mapping backwards the time required to verify that your deadline(s) can be met.

As you build your timeline, consider long and short-term goals within your graduate program, your career, and your personal life. On the next pages are lists of common goals and/or requirements for graduate students at the University of Alberta to guide you in building your timeline. In some cases, you may wish to set some goals at multiple points in your degree program. The timeline you will develop here is set up on an annual basis. As you develop a better sense of the various demands on your time, consider preparing more detailed timelines, including 3 month and 6-month plans. More detailed timelines will help you stay on track with your program by setting regular milestones. It will also convey to your supervisor, advisor or career coach your various commitments, how you are taking care of your well-being (physical, emotional, and spiritual) and the communities that support you.

Create google calendar entries for your various milestones as reminders of where you want to be at various points in your program. The milestones you create should be **SMART: Specific, Measurable, Attainable, Realistic, and Time-based**. This will increase the likelihood of meeting these milestones.

Not everything listed below will apply to you and your degree program. If you are not sure if something listed below applies to you, contact your department for more information. *Note: Select the time scale (No. of Years) relevant to your graduate program.*

Degree Completion Goals/Requirements	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	>6
Coursework completed	☐	☐	☐	☐	☐	☐	☐
Advisor /supervisor determined	☐	☐	☐	☐	☐	☐	☐
Committee formed (PhD)	☐	☐	☐	☐	☐	☐	☐
Language requirement (if required)completed	☐	☐	☐	☐	☐	☐	☐
Ethics Requirement (completed INTD 710 and INTD 720 for doctoral students)	☐	☐	☐	☐	☐	☐	☐
Individual Development Plan completed (note program deadlines)	☐	☐	☐	☐	☐	☐	☐
Set up an appointment with my supervisor/advisor/ career mentor to discuss my IDP (note program deadlines)	☐	☐	☐	☐	☐	☐	☐
Eight Hours of PD Activities completed	☐	☐	☐	☐	☐	☐	☐
Complete internship or work placement (Master's Course Based)	☐	☐	☐	☐	☐	☐	☐
Develop capstone project (Master's Course Based)	☐	☐	☐	☐	☐	☐	☐
Complete capstone project (Master's Course Based)	☐	☐	☐	☐	☐	☐	☐
Teaching Assistantship	☐	☐	☐	☐	☐	☐	☐
Research Assistantship	☐	☐	☐	☐	☐	☐	☐

Write and submit a publication for review	☐	☐	☐	☐	☐	☐	☐
Attend a conference	☐	☐	☐	☐	☐	☐	☐
Dissertation/thesis proposal completed	☐	☐	☐	☐	☐	☐	☐
Complete research for my thesis, dissertation, capstone	☐	☐	☐	☐	☐	☐	☐
Dissertation/Thesis oral defense preparation	☐	☐	☐	☐	☐	☐	☐
Scholarship applications (note application deadlines)	☐	☐	☐	☐	☐	☐	☐
Grant applications (note application deadlines)	☐	☐	☐	☐	☐	☐	☐

In addition to completing the various requirements of your program, set yourself strategic life and career development goals that will better support you to meet your goals within and beyond academia. There is room to add your own milestones that may better align with your goals you are using your degree to achieve.

Career Development Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	>6
Develop my CV (if pursuing faculty positions)	☐	☐	☐	☐	☐	☐	☐
Develop my research statement (if pursuing faculty position)	☐	☐	☐	☐	☐	☐	☐
Develop my teaching (Graduate Teaching and Learning Program)	☐	☐	☐	☐	☐	☐	☐
Create my statement of teaching philosophy	☐	☐	☐	☐	☐	☐	☐
Compile my teaching dossier	☐	☐	☐	☐	☐	☐	☐
Develop a course	☐	☐	☐	☐	☐	☐	☐
Develop professional social media presence (Academia.edu, Research Gate, LinkedIn, Blog, etc)	☐	☐	☐	☐	☐	☐	☐
Present at a conference	☐	☐	☐	☐	☐	☐	☐

Share my research (through opportunities with Community Connect: 3MT, EPL Speaker Series)	☐	☐	☐	☐	☐	☐	☐
Review abstracts/papers for a conference/journal	☐	☐	☐	☐	☐	☐	☐
Submit journal article	☐	☐	☐	☐	☐	☐	☐
Mentor/supervise undergraduate students	☐	☐	☐	☐	☐	☐	☐
Join a professional association/society	☐	☐	☐	☐	☐	☐	☐
Create a resume or portfolio	☐	☐	☐	☐	☐	☐	☐
Gain workplace experience through an internship	☐	☐	☐	☐	☐	☐	☐
Conduct an informational interview	☐	☐	☐	☐	☐	☐	☐
Develop/update LinkedIn Profile	☐	☐	☐	☐	☐	☐	☐
Volunteer on a committee/board	☐	☐	☐	☐	☐	☐	☐
Develop workplace skills	☐	☐	☐	☐	☐	☐	☐
Book an appointment to get assistance with my LinkedIn Profile, CV, or resume (Career Centre)	☐	☐	☐	☐	☐	☐	☐
Make an appointment with a Career Coach (Career Centre)	☐	☐	☐	☐	☐	☐	☐
Find a career mentor (Job Shadow/Mentoring at Career Centre) or life mentor (Elder, Life Coach)	☐	☐	☐	☐	☐	☐	☐
Attend networking opportunities	☐	☐	☐	☐	☐	☐	☐
Attend a career fair/panel	☐	☐	☐	☐	☐	☐	☐
Build my professional contact list (internal and external to UofA)	☐	☐	☐	☐	☐	☐	☐
Build a community partnership	☐	☐	☐	☐	☐	☐	☐

Invest in entrepreneurial training	☐	☐	☐	☐	☐	☐	☐
Develop business plan for product, policy, best practice, or new process	☐	☐	☐	☐	☐	☐	☐
Launch your business plan	☐	☐	☐	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐	☐	☐

Other Demands on My Time	
Quality time with spouse/partner, family and/or friends	☐
Childcare commitments	☐
Care for other family members (e.g. elderly parents)	☐
Other schedules I support (academic supervisor, spouse/partner, children, etc.)	☐
Work outside my program	☐
Physical wellbeing activities (regular exercise, sleep, eating well)	☐
Social wellbeing activities (e.g. friendships, hobbies, cultural events, etc.)	☐
Emotional wellbeing activities (e.g. counseling, meditating, relaxation, mindfulness, etc.)	☐
Spiritual wellbeing activities (e.g. participating in faith-based activities, festivities, etc.)	☐
Household maintenance activities (buying groceries, paying bills, etc.)	☐
Post-doctoral fellowship applications	☐
Applying for work outside my program	☐
Applying for a study/work permit	☐
Competitive sports or high performance activities I participate in outside my program	☐

IDP Step 5: Review

Congratulations! You have created your IDP. The IDP is a program requirement. To finalize the completion of your IDP, you are required to review and discuss it with your supervisor, advisor or career mentor. It is your responsibility to initiate this conversation. Your supervisor or advisor will want to know that you have spent sufficient time and thought creating your IDP. This section helps you to prepare for that meeting and offers you the opportunity to self assess whether you are ready to meet and discuss your IDP.

TIPS

1. **Share your path:** Having the opportunity to talk with your supervisor/advisor about your career is an invaluable opportunity to learn more about yourself, to discuss your ideas about where you want your graduate degree to take you, and to receive guidance. This is an opportunity for both of you to learn. Make the most of this opportunity to speak with your supervisor/advisor/career mentor by preparing for the discussion.
2. **Seize the opportunity:** Reviewing your IDP with your supervisor, advisor or career mentor is a great opportunity to ask him or her about their career. What do they enjoy? What do they find challenging? What do they spend most of their time doing? This may provide you with unexpected insights into career management. Many supervisors/advisors have connections beyond the university that could be helpful to you as you think about your next steps. Talk to them about people they may know that would help you think more deeply about your goals or opportunities as you prepare your next steps.
3. **Ask questions:** The meeting with your supervisor, advisor or career mentor allows you to get their perspective on future opportunities and how you can position yourself to transition into the workplace or to meet your goals. This is also a time to discuss how expectations of your academic program align with your goals and timeline. Make the most of this opportunity by taking the time to think about YOUR questions in advance of the meeting.
4. **Support your supervisor/advisor/career mentor:** Your supervisor, advisor, or career mentor may need support in order to support you. Support your supervisor/career mentor in the conversation by forwarding them copies of the ABCs of the Professional Development Requirement and IDP Review Guide for Faculty, or provide them with a copy of your questions in advance of your meeting.
5. **I do not have a supervisor/advisor/career mentor:** If you do not have a supervisor or advisor, speak with your department/faculty Grad Chair/Grad Coordinator about the policy regarding who reviews IDPs for those students without a supervisor.
6. **Own YOUR IDP:** Remember it is your responsibility to set up a meeting to discuss your IDP with your supervisor/advisor/career mentor. Ensure you review your IDP with your supervisor/advisor/career mentor prior to the deadline specified for your program.

When you meet with your supervisor/advisor/career mentor, you should be prepared to discuss the contents of your IDP and your plan for completing the eight hours of Professional Development (PD) activities that will support building the skills and competencies needed to be competitive in your chosen career options.

This conversation will help you clarify your academic, life, and professional goals. Your supervisor, advisor or career mentor can provide you with guidance about the ways that you can maximize your graduate program and the skills you want to develop. Your supervisor, advisor or mentor can also alert you to opportunities applicable to your interests, help assess whether you have created a realistic timeline, and if you have allocated sufficient time for your professional development.

The following is a Review Guide that builds on the activities you have completed in sections 1-4 and prepares you for your conversation with your supervisor/advisor/career mentor. Adding comments within the Review Guide is optional.

Ideas Generation

This section included questions: “What are your motivators? Can you leverage your skills, attributes and competencies? What legacy are you developing? What grounds you?” You may want to frame the start of your discussion with “Here is what I learned about myself from doing the idea generation questions.”

Possible Discussion Points From Your Supervisor/Advisor/Career Coach

- How do the ideas that emerged in the ideation process link to your research, career, life goals and worldview?
- How did the ideation process clarify your thinking around what is important to you? How does this inform your career or goal exploration?

My Three Goals

This section was for you to identify three goals or career outcomes, keeping in mind what you are and are not willing to compromise. Simply share the three goals, careers or outcomes you have set for yourself at the conclusion of your graduate program and how you arrived at your choices.

Possible Discussion Points From Your Supervisor/Advisor/Career Coach

- What resources or who did you consult to research your three goals?
- What resources/people did you find most helpful/least helpful when choosing your three options? Why?
- How do these goals connect to your personal and work values, the things you care about, the things you like to do, the things you are good at, your well-being, and the impact you want to have on the world around you?

Self Assessment

This section had you consider questions: “What do I already have that will get me to the goal or position I want? What do I need to work on to get to this target? What activities during my graduate program will help me achieve my goal?” You may want to frame your conversation around what you learned about what you need to achieve your goal. You may want to share what skills, attributes or achievements you already have, what you intend to work on, as well as the activities you see aligning with your goals. You may want to ask your advisor/supervisor for their insights on your goals, your assessment of your skills/attributes/achievements, and the activities you have set out for yourself.

Possible Discussion Points From Your Supervisor/Advisor/Career Coach

- What did your exploration reveal about the skills/attributes/achievements you need to have to achieve your goals?
- Can you give specific examples for the skills where you gave yourself a high/low rating?
- What did the self-assessment reveal to you about the kinds of activities/roles to which you are drawn?
- How do you see the activities you identified from your graduate program as a means to achieve your goals?

Timelines

Have you considered all the demands on your time and the deadlines (self imposed and required) in developing a plan to successfully meet your personal and academic goals? You may want to frame your conversation with your advisor or supervisor around how feasible is your timeline and the key obstacles students encounter that impact their plans.

Possible Discussion Points From Your Supervisor/Advisor/Career Coach

- Is there INFORMATION you still need to gather/require/are waiting for to make your timeline more accurate?
- What "ADD-ONS" would make your thesis/capstone project truly outstanding in the field?
- What is the MINIMUM path to program completion?
- What are your alternate plans if a research step does not work out?
- Do you have QUESTIONS or CONCERNS about your next steps?

Questions/Notes