# Supporting Diverse Graduate Students Seeking Diverse Careers:

*Helping all Graduate Students Get the Most Out of the Individual Development Planning Process*

---

## Teresa Dillinger, Ph.D.
Director, GradPathways Institute

gradpathways.ucdavis.edu

# GRADPATHWAYS INSTITUTE (GPI) - MISSION

- To **promote** equal access to knowledge and resources to support success for graduate students and postdoctoral scholars of all backgrounds,

- to **equip** all graduate students and postdoctoral scholars to confidently take charge of and communicate the direction of their professional development and career goals,

- And to **complement** faculty efforts to prepare students and scholars for a broad array of careers in all sectors.

# SESSION OBJECTIVES

- Acquire an understanding of the use, value, and structure of Individual Development Plans (IDPs)

- Learn how to help students use IDPs to have better conversations with their mentors and more effectively set degree completion and career goals

- Use the IDP process to help students uncover the "hidden curriculum" of graduate school

- Gain an understanding of the IDP process through an interactive career assessment and introduction to and IDP online tool

**65/69%** of respondents in the humanities/social sciences were less likely to be satisfied with their lives than those in professional fields or STEM (79%)

**Life Satisfaction** is correlated with **career prospects**

Satisfaction with **career prospects**
Satisfaction with **mentorship and advising**
both correlated with
being **on track to complete degree**

*University of the California Office of the President
Graduate Student Wellbeing Survey Report, 2017*

# DELIBERATE CAREER PLANNING

People who develop and implement strategies to pursue career-specific goals achieve greater **career success**

*Measured by*

**Salary**

**Promotions**

**Level of responsibility**

Report greater *career satisfaction* and rate themselves as *more successful than their peers* compared to those without a career plan

# DELIBERATE PLANNING

A nationwide study of 7600 postdocs found that those who developed training plans with their advisers at the start of their appointments reported:

**Greater Satisfaction with Position**

**Published More Papers and Wrote More Grants**

**Experienced Fewer Conflicts with their Advisors**

Davis G. (2005). "Doctors Without Orders." *American Scientist*, **93** (3), supplement 1-13

# AN IDP IS A WRITTEN PLAN FOR PROFESSIONAL DEVELOPMENT

**I**ndividual: The student's own *unique* training and career goals

**D**evelopment: *Improvement/maturation* needed to achieve goals

**P**lan: *Specific steps and goals* rather than a random walk

*From "Creating Your Individual Development Plan", Bill Lindstaedt, MS, Assistant Vice Chancellor, Career Advancement, International and Postdoctoral Services, UCSF Office of Career and Professional Development.*

# WHY DOES AN IDP MAKE A DIFFERENCE?

- Thinking about goals motivates people to pursue them.

- Developing specific rather than general goals helps people to achieve them.

- It helps uncover the hidden curriculum of graduate school through the sharing of information and expectations.

- It introduces accountability into the process – particularly if plans are shared between students and their mentors.

# ONLINE IDP TOOLS

# IMAGINE PHD

Is a <u>free</u>, confidential online tool, containing a range of career possibilities **with direct paths from the PhD.**

It includes a **goal setting application** that enables the user to map out next steps for career and professional development.

As career exploration and goal setting are **iterative processes,** ImaginePhD aims to provide a starting point rather than to facilitate closure on the career decision making process.

https://imaginephd.com

# MY PLAN

To create Individual
Development Plans

Encourages development
of specific rather than
general goals

Short and long term goals

Career, Degree, Project
and Skill Goal Ideas

# IMAGINE PHD

## Suggested Goals for your Individual Development Plan

Use the My Plan tool at imaginephd.com to create an individual development plan that contains your self-defined goals and establishes a timeline to achieve them. Goals that are "SMART" - Specific, Measurable, Attainable, Realistic and Time-based are more likely to happen. Consider the following suggested goals when creating your plan.

### Degree Completion Goals

Advisor Determined
Committee Formed
Coursework Complete
Cross-Disciplinary Courses Completed
Dissertation Defense
Dissertation Fellowship Application Due
External Committee Members confirmed
Fellowship Applications Due
Language Requirements Completed
Plan for Dissertation completion
Prospectus Submitted
Qualifying Exams
Research Methods Complete
Review Program Requirements/Milestones
Teaching Requirements Completed

### Career Development Goals

Conduct Informational Interview
Create LinkedIn Profile
Update LinkedIn Profile
Update Resume and CV Simultaneously
Networking Event: Name/Date/Title
Join Professional Society
Attend Conference
Do an Internship
Publish a Paper
Review papers for a conference/journal
Present at a Conference
Edit a Journal
Attend career panels, talks and presentations across campus
Keep in touch with contacts from undergraduate institution
Keep in touch with contacts from past jobs or volunteer opportunities
Let network contacts know you are looking for a job
Attend job talks in your field
Create a Teaching Portfolio
Update Teaching Portfolio
Explore positions or postdocs of area of interest
Keep references/recommenders informed of your progress
Identify new mentors as needed for career goal

### Skill Development Goals

Conference Planning Committee
Design Survey
Design Syllabus
Facilitate Discussion
Find resources on campus to learn or strengthen skill
Guest Lecture in another course
Have faculty observe teaching
Lead lecture
Lead Workshop or Program on Campus
Leadership Opportunity
Learn about negotiation
Learn Excel
Learn HTML
Practice interviewing
Practice job talk
Practice talking about transferable skills
Pursue "Instructor of Record" teaching opportunities
Serve on a Committee
Work on a team to solve a problem
Work on Campus
Write Assessment Questions
Write Fellowship Application
Write or co-write Grant Proposal

### Personal Development Goals

Physical Wellbeing: Exercise, Eat, Sleep
Financial Wellbeing: Balance Budget, Pursue Additional Funding, Manage Debt
Social Wellbeing activity
Identify top priorities that inform career decisions

### Money / Funding Goals

Develop financial strategy
Dissertation Fellowship Application Due
Explore possible internal and external grants/fellowships
Identify student loan repayment or deferment options

---

DEGREE COMPLETION

CAREER DEVELOPMENT

SKILL DEVELOPMENT

PERSONAL DEVELOPMENT

MONEY / FUNDING

---

# SMART GOAL SETTING

**S**pecific - what is the expected result?

**M**easurable - how will you know you reached the goal?

**A**ttainable - is it practical and realistic?

**R**elevant - does it contribute to larger, overarching goals?

**T**ime-Bound - when does it need to be completed?  What is the deadline?

IMAGINE**PHD**

# MY PLAN

## Setting Your Goals and Making an Individual Development Plan

Consider your immediate, short-term, and long-term goals both within your graduate program and for your future career. You may use My Plan to create your "individual development plan" – a plan that contains your self-defined goals and establishes a timeline to achieve these goals. Goals that are "SMART" - Specific, Measurable, Attainable, Realistic and Time-based are more likely to happen.

*Be sure to revisit your individual development plan and revise your goals often as creating a plan is an iterative process.*

⊕ Download a PDF list of suggested goals to consider when building your plan. You can also view this list here.

[ Chart View ] [ Print 🖨 ]

### Export to Your Personal Calendar

Click the button below to export your planned events above to an .ical file that you can import into your personal calendar.

[ 📅 Export Events ]

| Degree Completion | Career Development | Skill Development | Personal Development | Money / Funding | Show All Goals |

**+ ADD NEW GOAL**

| Goal | Starts - Ends | | |
|------|---------------|---|---|
| ☑ ~~Schedule informational interview with program alum~~ | 10/10/21 - 10/31/21 | | Edit |
| ☐ Conference Presentation Preparation | 10/29/21 - 12/03/21 | 🔔 | Edit |
| ☐ Analyze housing data | 11/07/21 - 12/05/21 | | Edit |
| ☐ Grant Proposal | 11/14/21 - 12/19/21 | | Edit |
| ☐ Outline Literature Review | 11/28/21 - 12/19/21 | | Edit |
| ☐ Update Teaching Portfolio | 12/05/21 - 12/12/21 | | Edit |
| ☐ Holiday Travel | 12/19/21 - 01/09/22 | | Edit |
| ☐ Create LinkedIn Profile (photo included) | 12/26/21 - 01/09/22 | | Edit |
| ☐ Zumba course | 01/16/22 - 03/06/22 | | Edit |
| ☐ Prepare for Qualifying Exam - schedule date and finalize committee paperwork | 02/06/22 - 02/20/22 | | Edit |
| ☐ Write Conference Abstract | 03/13/22 - 03/27/22 | | Edit |

# SELF-ASSESSMENT

**SKILLS** → **INTERESTS** → **VALUES**

What are you good at and like doing on a daily basis?

What do you spend the most time on now?
How do you prefer to spend your work time?

What is important to you in your work environment? Why?

"It helped me identify skills that are an asset. I thought, Oh, this is a skill an employer wants, not just something that I do, it is an ACTUAL SKILL. Things I do everyday as a TA and a PhD student are actually skills employers want. "

———

2nd Year English PhD Student, University of Maryland

# SELF-ASSESSMENT – WHERE TO START?

**SKILLS** — May be a good place to start with new STEM students to identify skills-development needs

**INTERESTS** — May be a good place to start with either new STEM or HASS students to understand career interests

**VALUES** — May help all students understand their "what and why" for degree and career plans

# Go to Imaginephd.com create a profile and

# TAKE THE VALUES ASSESSMENT

"the values inventory really helped me. Until now, I have been focused on 'Am I qualified for this? Am I a good candidate?' I was focused only on skills and interests. Now my thinking has shifted to "Where do I want to be? What jobs do I want to do? I am thinking, "What do I want to do? I see that I have so many options."

Mid-Stage Philosophy PhD Student, University of Maryland

"The values assessment was a good reminder for me to think critically about how we are presenting ourselves as a department to candidates, and that they get to choose too - **I** think sometimes we forget that"

History Faculty Member

# MENTORS CAN USE THE IDP PROCESS TO ENCOURAGE STUDENTS TO

- put their plans into action and revise their plans as necessary.

- ask questions about parts of the plan that are fuzzy or rely on knowledge they may not have access to.

- review the plan and progress with mentors, advisors, or colleagues regularly.

- do an annual IDP – or even better – one each quarter.

# POTENTIAL BARRIERS TO PROFESSIONAL DEVELOPMENT AND PLANNING

Students may avoid the areas of professional development where they are most in need of support

- Dunning-Kruger Effect
  - The student may overestimate their abilities causing them to believe they are more capable than they are at a particular skill or task.

- Impostorism
  - The student may believe they are less capable than they are which causes them to doubt their abilities and internalize fears that they will be exposed as a fraud.

# IMPOSTORISM CAUTION!

Racist structures will erode student self-esteem which may mimic impostorism – however this is

- *Not* a personal cognitive bias problem

- *Requires* systemic structural change – not placing the burden on the student to think differently

See: Ebony O. McGee, Portia K. Botchway, Dara E. Naphan-Kingery, Amanda J. Brockman, Stacey Houston II & Devin T. White (2022) Racism camouflaged as impostorism and the impact on Black STEM doctoral students, Race Ethnicity and Education, 25:4, 487-507,  DOI: 10.1080/13613324.2021.1924137

# HOW THE GPI CAN WORK WITH YOU AND YOUR PROGRAM

## Program-level Support

We are available to work with you on identifying professional development needs and interventions for your students as a whole and also provide faculty train the trainers support.

## Grant Support

We can serve as a resource for grant applications where you need to point to a well-developed professional development program.

# WORKS CITED

Abele A. E. and Wiese B. S. (2008). "The nomological network of self-management strategies and career success." *Journal of Occupational and Organizational Psychology*, 81, 733-749.
https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1348/096317907X256726

Davis G. (2005). "Doctors Without Orders." *American Scientist*, 93 (3), supplement 1-13.
https://www.proquest.com/scholarly-journals/doctors-without-orders/docview/215259810/se-2?accountid=14505

Cherry, Kendra (2022). "What is the Dunning-Kruger Effect?  A cognitive bias that causes an overestimation of capability." *Verywellmind.com,* Aug. 9, 2022. https://www.verywellmind.com/an-overview-of-the-dunning-kruger-effect-4160740

Hobin, J.A., Fuhrmann, C., Lindstaedt, B. & Clifford, P. (2012). "You Need a Game Plan", Science Magazine,
http://www.sciencemag.org/careers/2012/09/you-need-game-plan#bottom6

McGee, Ebony O., Botchway, Portia K., Naphan-Kingery, Dara E., Brockman, Amanda J., Houston II, Stacey & Devin T. White (2022) "Racism camouflaged as impostorism and the impact on Black STEM doctoral students." *Race Ethnicity and Education*, 25:4, 487-507,  DOI: 10.1080/13613324.2021.1924137

# WORKS CITED (Cont.)

Ng T. W. H, Eby L. T., Sorensen K. L., and Feldman D. C. (2005). "Predictors of objective and subjective career success: A meta-analysis." *Personnel Psychology*, 58, 367–408. https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1744-6570.2005.00515.x

Sablan, Jaye and Bill Mahoney (2022). "A tool toward equity in graduate student career development." *Inside Higher Ed*, Jan. 3, 2022. https://www.insidehighered.com/advice/2022/01/03/tool-toward-equity-graduate-student-career-development-opinion#.YxZoxmpGpyg.link

University of California Office of the President, Institutional Research "University of California Report on Survey of Graduate Student Well-Being" May 2017 http://www.ucop.edu/institutional-research-academic-planning/_files/graduate_well_being_survey_report.pdf

Vincent, Ben J., Scholes, Clarissa, Staller, Max V., Wunderlich, Zeba, Estarda, Javier, Park, Jeehae, Bradon, Meghan D.J., Lopez Rivera, Francheska, Biette, Kelly M., and Angela H. DePace (2015). "Yearly Planning Meetings: Individualized Development Plans Aren't Just More Paperwork." *Molecular Cell*, 58:5, 718-721. https://doi.org/10.1016/j.molcel.2015.04.025

# Contact Us

**gpi@ucdavis.edu**

**Teresa Dillinger, Ph.D.,** Director

tldillinger@ucdavis.edu

**David Blancha, Ph.D.,** Assistant Director

dblancha@ucdavis.edu

UCDAVIS
GradPathways Institute
for Professional Development
Graduate Studies