

# Individual Development Plan

for  
Quiana Berry

## Personal Information

*Title:*

*Institution:* Bronx Community College

*IDP last modified:* 6/10/2019

## Career Plans Summary

### **Plan A**

*Long Term Goal:*

*Short Term Goal:*

### **Plan B**

*Long Term Goal:*

*Short Term Goal:*

## SMART Goal Summary

*Note: goals after 12 months from now are not shown.*

### **June, 2019**

- Improve programming proficiency [daily]
- Improve scientific reading/interpreting [daily]
- Statistical Analysis [weekly]
- Utilizing work/study time efficiently & productively [daily]
- Designing own experiment, interpreting data and communicating that data efficiently [weekly]
- Grant writing proposals/ scholarships [monthly]

### **July, 2019**

- Improve programming proficiency [daily]
- Improve scientific reading/interpreting [daily]
- Statistical Analysis [weekly]
- Utilizing work/study time efficiently & productively [daily]
- Designing own experiment, interpreting data and communicating that data efficiently [weekly]
- Grant writing proposals/ scholarships [monthly]

### **August, 2019**

- Improve programming proficiency [daily]
- Improve scientific reading/interpreting [daily]
- Statistical Analysis [weekly]
- Utilizing work/study time efficiently & productively [daily]
- Designing own experiment, interpreting data and communicating that data efficiently [weekly]
- Grant writing proposals/ scholarships [monthly]

**September, 2019**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**October, 2019**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**November, 2019**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**December, 2019**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**January, 2020**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**February, 2020**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**March, 2020**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**April, 2020**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**May, 2020**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**June, 2020**

- Utilizing work/study time efficiently & productively [daily]
- Grant writing proposals/ scholarships [monthly]

**Self Assessment Summary****Strong Skills**

- Providing constructive feedback

**Weak Skills**

- Statistical analysis

### Top Interests

- Learning about other fields
- Thinking about science
- Keeping up with current events in science
- Discussing science with others
- Attending conferences or scientific meetings
- Learning how to use new equipment or techniques
- Mentoring or teaching one-on-one
- Developing collaborations
- Assessing business trends and strategies, entrepreneurial ideas
- Networking with others
- Work-related travel
- Organizing things, creating systems in the workplace
- Planning or organizing events
- Leading or supervising others

### Activities To Avoid

- Using qualitative methods in understanding science (e.g., focus groups, in-depth interviews, field observations)
- Teaching in a classroom setting

### Top Values

- Help Society: contribute to betterment of world
- Independence: work with little direction from others
- Creativity: originate and develop new ideas
- Earning Potential: have a salary which allows me to purchase essentials as well as some luxuries of life
- Flexible Schedule: have some choice over the hours or days that I work
- Work/Life Balance: balance time spent at work and time spent doing other activities

## Self Assessment Summary Tables

### Skills Summary

1 <i>Highly deficient</i>	2	3	4	5 <i>Highly proficient</i>
<ul style="list-style-type: none"> <li>• Statistical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Critical evaluation of scientific literature</li> <li>• Interpretation of data</li> <li>• Navigating the peer review process</li> <li>• Writing scientific publications</li> <li>• Time management</li> <li>• Managing data and resources</li> <li>• Careful recordkeeping practices</li> <li>• Deep knowledge of</li> </ul>	<ul style="list-style-type: none"> <li>• Broad based knowledge of science</li> <li>• Experimental design</li> <li>• Presenting research to scientists</li> <li>• Teaching in a classroom setting</li> <li>• Upholding commitments and meeting deadlines</li> <li>• Maintaining positive relationships with colleagues</li> <li>• Developing/managing budgets</li> <li>• Delegating responsibilities</li> <li>• Creating vision and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity/innovative thinking</li> <li>• Basic writing and editing</li> <li>• Writing grant proposals</li> <li>• Writing for nonscientists</li> <li>• Speaking clearly and effectively</li> <li>• Presenting to nonscientists</li> <li>• Training and mentoring individuals</li> <li>• Seeking advice from advisors and mentors</li> <li>• Negotiating difficult conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Providing constructive feedback</li> </ul>

my specific research area

- Technical skills related to my specific research area

- Demonstrating workplace etiquette
- Complying with rules and regulations
- Contributing to discipline (e.g. member of professional society)
- Contributing to institution (e.g. participate on committees)
- Providing instruction and guidance
- Dealing with conflict
- Planning and organizing projects
- Leading and motivating others
- Serving as a role model
- Understanding of data ownership/sharing issues
- Demonstrating responsible authorship and publication practices
- Demonstrating responsible conduct in human research
- Demonstrating responsible conduct in animal research
- Can identify and address research misconduct
- Can identify and manage conflict of interest
- How to maintain a professional network
- How to identify career options
- How to prepare application materials
- How to interview
- How to negotiate

### Interests Summary

1

2

3

4

5

<i>I would like to never do this in my career</i>				<i>I would like to do this often in my career</i>
<ul style="list-style-type: none"> <li>Using qualitative methods in understanding science (e.g., focus groups, in-depth interviews, field observations)</li> <li>Teaching in a classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>Performing experiments</li> <li>Analyzing experimental results</li> <li>Writing grant proposals</li> <li>Using quantitative methods in understanding science (e.g., statistics, mathematical modeling)</li> <li>Developing curricula</li> </ul>	<ul style="list-style-type: none"> <li>Performing research with animal subjects</li> <li>Analyzing financial data or budgets</li> </ul>	<ul style="list-style-type: none"> <li>Designing experiments</li> <li>Planning new scientific projects or developing new research directions</li> <li>Giving presentations about science</li> <li>Reading papers in your field</li> <li>Building new devices or developing/refining techniques</li> <li>Performing research with human subjects</li> <li>Writing about science to non-scientists</li> <li>Speaking about science to non-scientists</li> <li>Negotiating agreements</li> <li>Serving on committees</li> <li>Working in a team</li> </ul>	<ul style="list-style-type: none"> <li>Learning about other fields</li> <li>Thinking about science</li> <li>Keeping up with current events in science</li> <li>Discussing science with others</li> <li>Attending conferences or scientific meetings</li> <li>Learning how to use new equipment or techniques</li> <li>Mentoring or teaching one-on-one</li> <li>Developing collaborations</li> <li>Assessing business trends and strategies, entrepreneurial ideas</li> <li>Networking with others</li> <li>Work-related travel</li> <li>Organizing things, creating systems in the workplace</li> <li>Planning or organizing events</li> <li>Leading or supervising others</li> </ul>

### Values Summary

<b>1</b> <i>Unimportant</i>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> <i>Essential</i>
<ul style="list-style-type: none"> <li>Fast Pace: work in a busy atmosphere with frequent deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Competition: engage in activities that test my abilities/achievements against others' abilities/achievements</li> <li>Supervision: be directly responsible for work done by others</li> </ul>	<ul style="list-style-type: none"> <li>Help Others: be involved with directly helping individuals or small groups</li> <li>People Contact: have day-to-day contact with</li> </ul>	<ul style="list-style-type: none"> <li>Congenial Atmosphere: work with friendly colleagues</li> <li>Make Decisions: have authority to decide courses of action, policies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Help Society: contribute to betterment of world</li> <li>Independence: work with little direction from others</li> <li>Creativity: originate and</li> </ul>

<ul style="list-style-type: none"> <li>• Expert Status: be acknowledged as an expert in a given field</li> <li>• Predictability: have job duties that are similar day-to-day</li> <li>• Physically Challenging: have a job that requires high physical demands</li> <li>• Not Physically Challenging: have a job that does not require high physical demands</li> <li>• Family Friendly: have a job with policies supportive of families, including day care, flexible work schedules, etc.</li> </ul>	<ul style="list-style-type: none"> <li>clients or colleagues</li> <li>• Teamwork: work in collaboration with others as part of a team</li> <li>• Friendships: Develop close personal relationships with people at work</li> <li>• Status and Prestige: work in a position or organization which carries respect with my friends, family or colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Influence People: be in a position to change attitudes or opinions of other people</li> <li>• Work Alone: work on projects by myself, with little contact with others</li> <li>• Intellectual Challenge: perform work that is intellectually stimulating</li> <li>• Work on Frontiers of Knowledge: engage in the pursuit of knowledge or generating new ideas</li> <li>• Aesthetics: appreciate the beauty of things and ideas that I work with</li> <li>• Variety: have job duties that change frequently</li> <li>• Job Security: be assured of keeping my job and salary</li> <li>• Benefits Available: have health, retirement, tuition reimbursements, etc.</li> <li>• Recognition: be recognized or appreciated for the quality of my work</li> <li>• Risk Taking: have work duties that involve trying new things, despite the chance that negative outcomes could result</li> </ul>	<ul style="list-style-type: none"> <li>develop new ideas</li> <li>• Earning Potential: have a salary which allows me to purchase essentials as well as some luxuries of life</li> <li>• Flexible Schedule: have some choice over the hours or days that I work</li> <li>• Work/Life Balance: balance time spent at work and time spent doing other activities</li> </ul>
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- Location: live in a place which is conducive to my lifestyle
- Professional Development: have a job with opportunities for growth or promotions
- Job Tranquility: work in a low pressure environment
- Exercise Competence: take advantage of my strongest talents and skills on a regular basis
- Learn New Things: be challenged to learn new skills or knowledge on a regular basis
- High Demand: develop a desirable knowledge base or skill set to facilitate finding my next job

## Career Exploration Summary

### Career Resources

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### Events

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### Networking

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## Career Advancement Goals

*Name:* Improve programming proficiency  
*Frequency:* daily  
*Start date:* 6/10/2019  
*End date:* 8/31/2019  
*Accountability:* By completing a programming project that requires specific skills  
*Completed:* No

*Name:* Improve scientific reading/interpreting  
*Frequency:* daily  
*Start date:* 6/10/2019

*End date:* 8/31/2019  
*Accountability:* By keeping track in google docs  
*Completed:* No

*Name:* Statistical Analysis  
*Frequency:* weekly  
*Start date:* 6/10/2019  
*End date:* 8/31/2019  
*Accountability:* By completing a project that incorporates this skill  
*Completed:* No

*Name:* Utilizing work/study time efficiently & productively  
*Frequency:* daily  
*Start date:* 6/10/2019  
*End date:* 1/31/2021  
*Accountability:* Rewarding self with a trip  
*Completed:* No

*Name:* Designing own experiment, interpreting data and communicating that data efficiently  
*Frequency:* weekly  
*Start date:* 6/10/2019  
*End date:* 8/10/2019  
*Accountability:* By check-ins with mentors, by practicing updates on findings weekly  
*Completed:* No

*Name:* Grant writing proposals/ scholarships  
*Frequency:* monthly  
*Start date:* 6/10/2019  
*End date:* 7/31/2020  
*Accountability:* Practicing and participate with mentor, apply for fellowships/scholarships  
*Completed:* No

## Mentoring Summary