Individual Development Plan

INVEST IN YOUR FUTURE

PROFESSIONAL DEVELOPMENT

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

Master with Specialization in Multimedia Program

V1-2018-Nov-9

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Please Note: Graduate students are required to complete the University of Alberta Professional Development requirement which includes the Individual Development Plan (IDP) and 8 hours of professional development activities. (Mandatory for students admitted September 2016 and onwards. Exemptions apply for certain departments. Please consult with your department's graduate coordinator.)

Completing Professional Development Activities Eight Hour Requirement

The University of Alberta Professional Development Requirement includes:
1. an individualized career plan document called an Individual Development Plan (IDP) and
2. the completion of eight hours of professional development activities inspired by the career plan.

As you complete the IDP self-assessment of your skills and attributes in the IDP package, you will be able to identify your career goals and skill gaps. You are encouraged to find the professional development activities that align with your individual career interests to fulfill the eight hour requirement.

Professional Development Activities Guideline*

A professional development activity fulfills the University of Alberta Professional Development Requirement if it contributes to the acquirement of skills, knowledge or mindset and includes all of these three components:

- formal training or active learning with an assessment component (self-assessment, reflection, quiz, write-pair-share, evidence of knowledge application)
- falls outside of research methods training, capstone project, thesis or equivalent, and required practicum
- supports the career goals and/or seven skills/competencies identified in the individual development plan

*Note: This refined professional development activities guideline applies to all sessions starting Fall 2017. Previous professional development sessions will still be recognized for professional development credit.

What Activities Do Not Fulfill the Requirement?

The following (unless otherwise stated) do not fulfill the eight hour requirement:
- Sessions used towards the Ethics and Academic Integrity Requirement
- Presenting a talk or poster
- Teaching Assistantships, Research Assistantships
- Serving as a mentor
- Information sessions to highlight resources or programs

Reviewing the Eight Hours of Professional Development Activities

You are expected to conduct your professional development activities with the same integrity you apply to all other areas of their graduate program. You are responsible for keeping track of (and safeguarding) your own PD activities and for gathering the proof of attendance. You can demonstrate that you have attended sessions through a variety of ways. Departments will determine what they consider acceptable evidence. Options include:

1. Google sign-in is available at all FGSR events. You receive a confirmation of your sign-in through email, which you retain as evidence of your attendance.
2. You can sign a Declaration of Attendance. The presenter at the session/workshop also signs the form to verify attendance.
3. Many online courses provide you with a certificate of completion/participation.
4. Departments may choose to develop and use a PD record book. You verify your attendance by having session presenters sign the document. Some departments record the Ethics and Academic Integrity Requirement this way.

Individual Development Plan (IDP)

Graduate students are required to complete the University of Alberta Professional Development requirement which includes the Individual Development Plan (IDP) and 8 hours of professional development activities. (Mandatory for students admitted September 2016 and onwards. Exemptions apply for certain departments. Please consult with your department's graduate coordinator.)

The IDP is a critical part of graduate student professional development, and is a tool to assist your career planning. In addition to the knowledge and expertise you gain in your specific program or postdoctoral fellowship, the University of Alberta hopes that you develop general skills throughout your program that will help you with your life post-university. While work on your IDP cannot be counted as part of the 8-hour professional development requirement for graduate students, it is designed to complement other PD activities.

IDPs originally were popular in the business world, and when they moved into the academic arena, postdoctoral fellows and graduate students found they had more productive and positive experiences. Feedback from UofA students indicated they were motivated to network, they worked with their committees to finalize what was truly needed for their thesis, they were able to find activities that contributed to skill building and they were more prepared for their next career step. The UofA is unique in providing this opportunity to all of its graduate students.

Why?

Graduate students and postdoctoral fellows who complete IDPs are more productive, complete their programs sooner, and are more prepared for the job market. There are seven skills and attributes employers seek from potential employees and that alumni have identified as being helpful in their life after UofA: communication, critical thinking, creativity, collaboration, confidence, scholarship and ethical responsibility. The IDP helps you articulate your graduate school or postdoc experiences into skills and competencies required for your career paths and helps you identify the areas you can develop during your program or fellowship.

Getting Started

Set aside some time to think about where you want to be at the completion of your degree. This may change during the course of your program. You will want to reflect on the skills and attributes you bring to your degree from prior work, course, volunteer, and research experience. Your degree is an opportunity to develop those skills. Your degree is also valuable work experience. Materials are being prepared to help you through this process and when they're complete, will be available on the FGSR website.

Completion

Your plan serves as a road map to guide your career choices. To reach your career goals, you must put your plan into action and continually hone your professional skills. Revise and modify the plan as necessary. It shouldn't be cast in concrete; but rather, modified as your circumstances and goals change. The challenge of implementation is to remain flexible and open to change. Review and revise your plan with your mentor(s) regularly. Meet frequently with your mentor(s) to assess progress, expectations, and changing goals. Take initiative to volunteer, job shadow, network and more.

Completing an Individual Development Plan

Ideally, you should complete these steps on a yearly basis, and document as you work through each step. Your IDP should be updated annually as you gain further skills/competencies, and as you explore new career paths.

Step 1

Identifying Career Paths
Take time to research possible career paths that are of interest to you. Look at possibilities in business, industry, government, nonprofit sectors, and academia. Identify at least three possible careers you would want to work in. Leave yourself open to careers that you otherwise might not have thought to pursue. Ask yourself, "What are my long and short term goals?"

Step 2

Self Assessment
In this section, you will gauge your skills. This activity is intended to help you monitor competencies you already possess, and identify areas that need further development. What skills do you possess and how can you best articulate them? What skills are emphasized in your careers of interest? Note the activities and actions you can build into your timeline to develop your skills.

Step 3

Timelines
Develop a timeline needed for completing your academic program, including academic milestones and career goals. Include plans for how you can tailor your program or fellowship to develop your skills and competencies. How much time will you allocate to professional development? How will you obtain skills that need further development. A blank template for a program timeline is provided.

Step 4

Guidance
Meet with a mentor(s) who can speak to your academic program goals, timelines and how to maximize your graduate program or fellowship. Discuss skills you wish to develop. Your mentor(s) can also alert you to professional development opportunities applicable your interests and help assess whether you have a realistic time line and if you've allocated sufficient time for professional development.

Step 5

Evaluate
Revisit your IDP annually. Evaluate whether you're on track with your academic and career goals. What is working well and what needs to change? What skills do you still need or want to pursue? As you answer these questions, determine any adjustments required, and confer with your mentor(s) as needed.
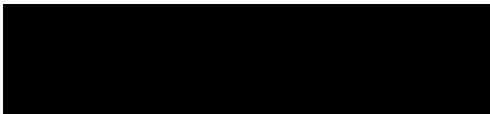
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Individual Development Plan – Step 1

Identifying Career Paths

The Master with Specialization in Multimedia (MM) Program is cohort-based designed to train students to pursue an industrial career in the area of multimedia application development. Multimedia covers a wide scope including signal, image, video, audio, medical data, multi-dimensional information and so on. The applications can be web-based, distributed or stand-alone either real-time or offline. Industry (for profit or not-for-profit), government institutions, academia and research labs all involve in multimedia related R&D. Thus the MM Program provides an excellent training environment to prepare students towards the career in Multimedia Application Development.

Ask yourself:
- What are my long and short term goals?
- What would a sustainable career path look like?
- What required skills do I need to develop or cultivate?

Career Path	Reason(s)	Required Skill Development
Multimedia application development	**Goal of the MM Program**	**Knowledge and development skills of virtual reality, image processing, computer vision, graphics & animation, multimedia communications and the latest trend of technology in industrial, e.g. machine learning.**

Sources for Exploring Career Options

- Career Centre at University of Alberta http://www.caps.ualberta.ca

- Speak with faculty members

- LinkedIn

- Society/Associations/Organizations in Discipline

- Alberta Learning Information Services (ALIS) http://alis.alberta.ca/index.html

- City of Edmonton http://www.edmonton.ca/city_government/jobs.aspx

- North America Industry Classification http://www.census.gov/eos/www/naics/index.html

- National Occupation Classification
  http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx

- US Department of Labor www.dol.gov

- What Can I Do With This Major - www.isu.edu/career/majors/default.html

- www.jobbank.gc.ca (Government of Canada)

- www.jobs.alberta.ca (Government of Alberta)

- www.academia.edu/Jobs (Academic, Research Assistant, Postdocs)

- http://www.universityaffairs.ca/search-job/ (University Affairs Academic job postings)

- http://www.researchgate.net/jobs (Academic, Research Assistant, Postdocs)

Individual Development Plan – Step 2

Self Assessment: Step 2a – Creativity

Creativity is closely tied to critical thinking and it impacts the extent to which you to 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. This balance allows your ideas to be developed, reimagined and marketed, or which easily lends itself to entrepreneurial thinking.

What role(s) do you think creativity plays in each of your career paths?

Career Path	Role of Creativity
Multimedia application development	Industrial products/services are developed to target consumers. It is important to understand current and future customer demands in order to design efficient algorithms and deliver products/services to meet or exceed customer expectations. Creativity plays an important role in designing these algorithms.

Please rate your creativity skills on a scale from 1 (lowest) to 5 (highest):

Ability to	Rating
Problem solve using new solutions/approaches	
Verify workability of creative ideas	
Develop and implement creative ideas	
Innovate by questioning, experimenting and networking	
Collaborate creatively within a team	
Make connections among diverse ideas	
Balance logical and creative thinking	
"Think on your feet"	
"Think outside of the box"	
Pose new research questions	
Push disciplinary boundaries	
Answering questions at a conference	
Link ideas to new services and products	

Activities and Actions you can do to further develop your competencies and skills where you have identified a need: Follow the concepts and pointers learnt in MM lectures, further explore online and other resources to enhance the knowledge and development skills. Actively participate in MM forums, discussion groups and technical/professional talks.

Self Assessment: Step 2b – Communication

An ability to communicate in a variety of contexts, with different audiences, and across cultures are essential skills in your professional life. This means communicating clearly and assertively, while also demonstrating emotional intelligence and good listening habits. Communicating your ideas is essential in any entrepreurial endeavour. Professional networking skills and exhibiting professional etiquette are also essential to your career success.

What role(s) do you think communication plays in each of your career paths?

Career Path	Role of Communication
Multimedia application development	Communication is important in lectures, group discussions, presentations and idea exchange with other students. Good communication is needed during co-op and job interviews.

Please rate your communication skills on a scale from 1 (lowest) to 5 (highest):

Ability to	Rating
Write for a general audience	
Write for a discipline specific audience	
Give an oral presentation for a general audience	
Give an oral presentation for a discipline specific audience	
Communicate your expertise to a general audience	
Communicate your expertise to a discipline specific audience	
Answer questions in a variety of contexts	
Express complex ideas in an accessible form	
Effectively use multimedia communication	
Demonstrate knowledge of workplace/professional etiquette	
Network in academic circles	
Network in non-academic circles	

Ability to	Rating
Communicate cross-culturally	
Communicate assertively	
Communicate with emotional intelligence (empathy, respect, self-awareness)	
Demonstrate active listening skills	
Pitch an idea to a general audience	

Activities and Actions you can do to further develop your competencies and skills where you have identified a need:

The Multimedia Program provides plenty of opportunities in and outside classes to further develop communication skills. Active participation in class discussions presentations and demos is necessary. Improvement will be based on instructor's and classmates' feedback. The MM Program arranges regular social events, e.g. StartUp Edmonton Launch Party, VR experience, industrial mixer, tours to other research labs., Q&A sessions with professional speakers, etc. These are good opportunities to improve communication skills and obtain advice how to improve it.

Self Assessment: Step 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.

What role(s) do you think confidence plays in each of your career paths?

Career Path	Role of Confidence
Multimedia application development	Lack of confidence will certainly harm a successful interview, or even stops one from submitting job applications and attending interviews.

Please rate your confidence-related skills on a scale from 1 (lowest) to 5 (highest):

Ability to	Rating
Identify personal strengths and weaknesses	
Not take professional feedback personally	
Pursue a project until fruition with minimal supervision	
Work independently, self-manage and be self-aware	
Take initiative	
Think and act decisively, and initiate a course of action	
Demonstrate perseverance and resilience following challenges/failures	
Champion yourself and others	
Act as a role model for others	
Take on a leadership role	
Take on an entrepreneurial role	

Activities and Actions you can do to further develop your competencies and skills where you have identified a need:

Confidence can be increased through practice. Many are afraid of public presentation and speech because they are afraid of saying the wrong thing, forget the next sentence, and touch a subject not interesting for the audience. As a result, one may lose respect from others. The Multimedia Program provides a friendly environment with encouragement from the instructors and MM Director so that individuals have opportunities to practise no matter what initial confidence levels. There are online tutorials that students can self-learn to increas confidence. The MM Program offers a broad scope of subjects to fulfil the breadth aspect of knowledge, which will increase student's confidence regarding knowledge and programming skills.

Self Assessment: Step 2d – Scholarship

Not applicable for the Master with Specialization in Multimedia Program, which is a self-funded program.

Self Assessment: Step 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, carrying out ethical research, separating your personal and professional life, and demonstrating good use of your time. Ethical responsibility is about demonstrating civic and social responsibility by sharing your research with society and advocating for the needs of others, a consideration also required in entrepreneurship.

What role(s) do you think ethical responsibility plays in each of your career paths?

Career Path	Role of Ethical Responsibility
Multimedia application development	We are in the age of digital information; a lot of materials and references are available online for downloading. Using or quoting this information brings up the IP and Copyright issues. It is important to understand these issues when using the materials in courses, presentations, etc. During the MM Program and further down the career road, it is important to respect others ideas, work and innovation. It is important to understand academic integrity, plagiarism and IP issues. Proper collaboration (e.g., in assignments and course work) and plagiarism should be clearly distinguished.

Please rate your ethical responsibility skills on a scale from 1 (lowest) to 5 (highest):

Ability to	Rating
Identify conflicts of interest	
Give due credit	
Maintain confidentiality	
Separate your personal and professional life	
Manage time effectively and prioritize workload	
Conduct yourself with personal accountability	
Conduct research ethically	
Maintain integrity in research data representation	
Convey the importance of your research relative to social/environmental awareness and global citizenship	
Demonstrate civic and social responsibility	
Advocate for your research	
Advocate for people and needs of others	
Communicate assertively	

Conduct yourself according to the informal/formal discipline specific codes of behavior	
Understanding the cultural , psychological, and behavioural aspects of conflict	

Activities and Actions you can do to further develop your competencies and skills where you have identified a need:

In the Orientation at the beginning of the Multimedia Program, there are talks on code of conduct, ethics training, and related topics provided by FGSR, MM Director and senior graduate students. They provide valuable experience, user cases and pointers to resources to further understand these issues. We are required to complete the 8 hours mandatory ethics training with materials/workshops offered by FGSR. In case of doubt, students can consult the instructors, MM Director, FGSR and GSA.

Self Assessment: Step 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/troubleshoot problems, and to think strategically and creatively. Likewise, your ability to examine personal and disciplinary assumptions impacts your ability to ask perceptive and clearly define questions. For those interested in entrepreneurship, skills such as market assessment, suitability of products and services, and re-imagining your ideas play a key role.

What role(s) do you think critical thinking plays in each of your career paths?

Career Path	Role of Critical Thinking
Multimedia application development	Critical thinking is important both in class and during employment. A lot of practical problems do not have a direct solution from what is learnt in school or from previous experience. By applying creating thinking, combined with knowledge and experience, we can address problems of different dimentions and variations.

Please rate your critical thinking skills on a scale from 1 (lowest) to 5 (highest):

Ability to	Rating
Be flexible in your thinking and explore alternate views	
Recognize and define a problem	
Think strategically and anticipate opportunities and challenges	
Identify and challenge personal/discipline assumptions, biases, and prejudices	
Ask clearly defined questions	
Interpret information from a variety of approaches	
Deconstruct idea and identify the relationships among the components	
Critique arguments and show strengths and weaknesses	
Recommend the next steps for a project	
Reframe complex knowledge to be suitable for social media and other communication formats	
Write reviews	
Finding applications for your research	
Ability to see how new ideas can create opportunities	

Activities and Actions you can do to further develop your competencies and skills where you have identified a need:

This can be achieved through practice: problem solving, idea exchange, feedback loop. By improving self knowledge, creative thinking capability will also increase.

Self Assessment: Step 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. Entrepreneurship relies heavily on interacting with others, from networking to resolving technical issues.

What role(s) do you think collaboration plays in each of your career paths?

Career Path	Role of Collaboration
Multimedia application development	Collaboration is often required in daily activities, e.g. course project and team work.

Please rate your collaboration skills on a scale from 1 (lowest) to 5 (highest):

Ability to	Rating
Get along with others	
Collaborate across disciplines	
Provide constructive feedback	
Receive and implement constructive feedback	
Compromise and balance competing needs	
Build and maintain relationships	
Establish guidelines and roles in teamwork	
Take on different roles in teamwork	
Take on different roles in a team setting	
Participate in, or lead, team buidling	
Collaborate in a multicultural environment	
Have difficult conversations	
Resolve conflicts	

Activities and Actions you can do to further develop your competencies and skills where you have identified a need:

The Multimedia Program provides plenty of opportunities to develop my collaboration skills. Each course has a group project, where each can learn how to work and deliver as a team. How tasks are divided and the results integrated. Mutual respect and backup is necessary in order to collaborate successfully. The skill will be further enhanced during the 8-month full-time internship where what is learnt during the MM Program will be applied in real life industrial working enviornment. This knowledge and experience will be a valuable asset during employment and long term career.

Individual Development Plan – Step 3
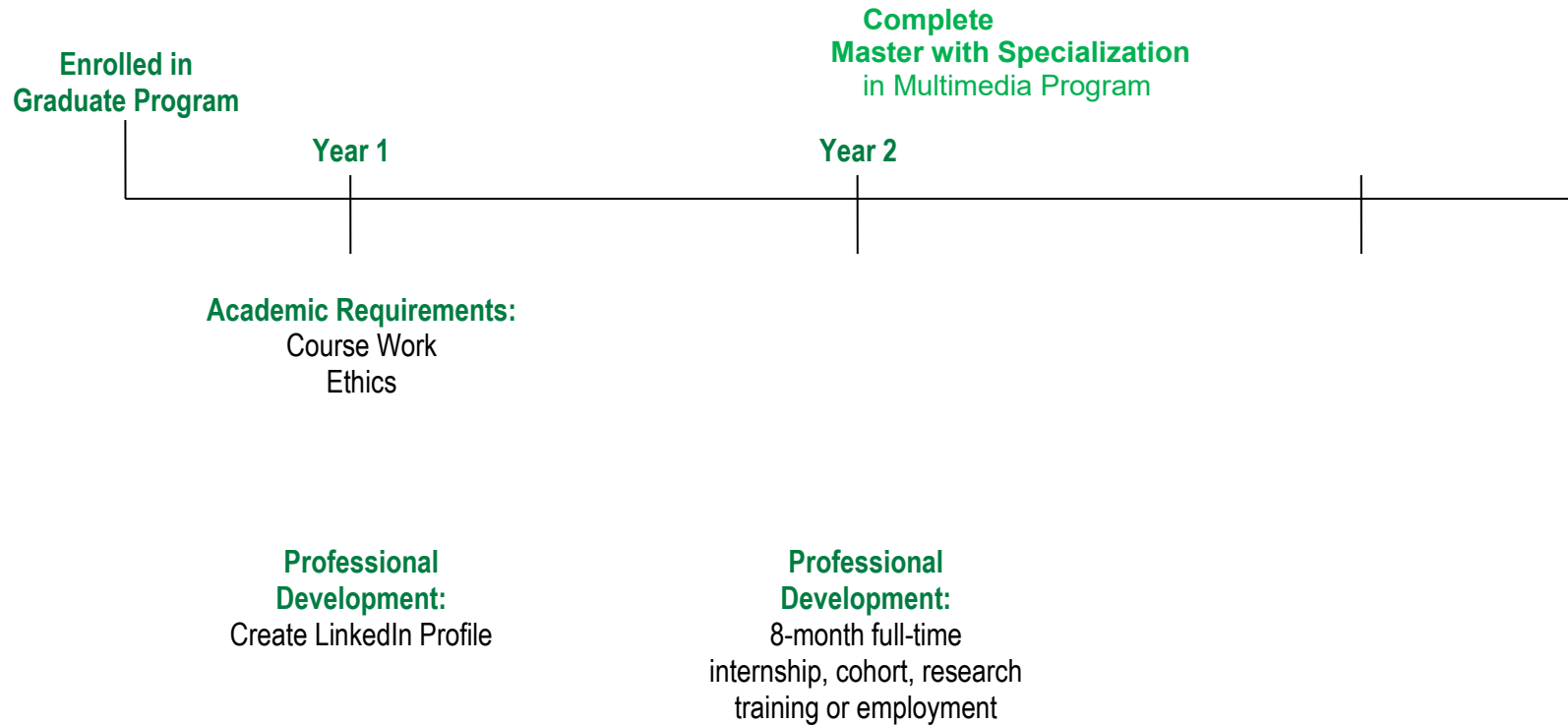
Considerations for your timeline

In addition to planning out a timeline on the long term, it is useful to chart out all your short term obligations. Take a calendar and mark out all the items that are less negotiable – course times, teaching, childcare, conferences, and so forth. Then start mapping out how and when you want to meet your other goals. Sometimes people find it useful to start at the end of a time-line and work backwards to see if they can fit everything in.

Note that not all items are applicable because the Multimedia Master Program is a two-year cohort-based self-funded program. Students need to complete 6 mandatory courses in the first two semesters and then 8-month full-time professional development training, which can be internship, cohort, research training or employment.

- Courses First two semesters
- Research Proposal – How will I collect data? Ethics approval? N/A:
- Research - How long to generate data? How long to analyze? N/A
- Ethics Training First year
- Working Second year
- Teaching N/A
- Scholarship preparation N/A
- Funding – Preparation of grants N/A
- Children
- Spouse/Partner
- Personal Goals After finishing the MM courses
- PD – What are my strengths/weaknesses? Strategy to fill gaps? Start to look for 8-month full-time PD (cohort) position in the second semester
- Skill development time/attend PD seminars 8-month full-time
- Complete IDP After first year
- Committee meetings N/A
- Research Seminars As organized by the MM Director or through public announcement
- Conferences When novel course work can be extended to conference submission
- Completion of Capstone project (Course-based) N/A
- Candidacy Preparation (Doctoral) N/A
- Candidacy Exam (Doctoral) N/A
- Writing your thesis and publications N/A
- Revisions of thesis and publications N/A
- Copyright approval (if required) N/A
- One month for committee to approve thesis before exam N/A
- One month thesis with External (Doctoral) N/A
- Final Exam N/A
- Revisions N/A

Step 3 - Timelines

In this section, develop a timeline needed for completing your academic program, including milestones for your academic program and career goals. Include plans for how you can tailor your program/fellowship to develop your skills and competencies. How much time will you allocate to professional development?

**Enrolled in
Graduate Program**

**Complete
Master with Specialization**
in Multimedia Program

Year 1

Year 2

Academic Requirements:
Course Work
Ethics

**Professional
Development:**
Create LinkedIn Profile

**Professional
Development:**
8-month full-time
internship, cohort, research
training or employment

Individual Development Plan – Step 4

Guidance

Set a time to discuss your IDP with your supervisor and/or mentor(s).

- Provide a timeline of your goals – short term and long term
- Identify sessions/activities you wish to undertake in the next year/during your graduate program
- Add your goals to your calendar
- Submit the IDP/Professional Development Completion Form to your department

At the beginning of the first and second semester, students and the MM Director discuss their academic and career goals so that the MM Director can make appropriate arrangement and connect students to the opportunities when available. More detailed guidance is provided at the time when students need to apply for cohort permit. The MM Director works with ISS to provide student advice and assistance. Specific discussion and advice are given when students prepare their internship Approval Form.

Individual Development Plan – Step 5

Evaluate

Examine closely how you have fared with both your IDP and the professional development activities you have completed and events in which you have participated.

- Commit to a date on your calendar that you will revisit your IDP
- Identify whether you are on track, and whether your goals have changed, and make note of any needed changes and the timeline to complete them
- Append any changes to your IDP

The individual profession deveopment plan/progess needs a major evaluation 4 months into the PD training, and as necessary any time during the 8-month full-time internship (cohort or research training), based on intern supervisor feedback. Milestones and expected deliverables are described in the MM Internhsip Approval Form signed by the student and intern supervisor. The 4-month progress report and 8-month final report also need to be signed by the student and the intern supervisor. The MM Director will review these reports as well as keep close contact with intern supervisors to refine the Multimedia Program PD training strategy for the benefit of students.

_____   _____   _____
Student Name (Print)   Date   Signature

_____   _____
PD Supervisor   MM Program Co-ordinator