# Example 1

Postdoctoral scholars working in my laboratory will conduct research on the neuronal processes involved in Pavlovian fear learning. Under my mentorship, they will learn to formulate and test hypotheses related to the acquisition, consolidation, and retrieval of fear memories; develop expertise in behavioral and neurobiological techniques including intracranial drug infusion, single-unit and slice electrophysiology, and immunocytochemical analysis; and acquire expert knowledge of the scientific literature in our research area.

At the start of their training, postdocs will be required to provide the Office for Postdoctoral Scholars with relevant contact information so they receive announcements of upcoming training seminars and events tailored to postdocs which are offered by Graduate School Professional Development; attendance at these professional and career development seminars will serve to supplement the individualized mentoring I provide. Postdocs will also be encouraged to make individual appointments for career consultations with the Office for Postdoctoral Scholars; and to make use of the extensive professional and career development resources on the Office for Postdoctoral Scholars and the National Postdoctoral Association (NPA) websites. The University of Notre Dame is a sustaining member of the NPA. In addition, I will encourage the postdocs to attend the following career workshops.

* Interview Dos and Don’ts [Graduate Career Services, GSU] *Spring Semester*
* Interviewing and Networking Strategies for International Students [English for Academic Purposes, Graduate Career Services] *Spring Semester*
* CV to Resume Workshop [Graduate Career Services] *Fall Semester*

To foster open and clear communication with my postdocs, I will provide each with the [*Compact Between Postdoctoral Appointees and Their Mentors*](http://www.aamc.org/postdoccompact), which describes the commitments both they and I make to ensure an effective postdoctoral training experience. We will discuss these expectations and the steps we will take to achieve the goals of the *Compact* at the start of the postdoctoral appointment. On an individual basis, we will also collaboratively complete an *Individual Development Plan* (following) to help identify both their short- and long-term goals and the skills and abilities needed to achieve them. Used in conjunction with the *Annual Performance Review* (following), the IDP will serve as an iterative mentoring tool that will help establish an ongoing, productive mentor-mentee partnership characterized by mutual respect and understanding. Postdocs will be encouraged to attend the following workshop to assist with setting goals.

* How to be a Chipper: Strategies for Setting Short-Term Writing Goals in Long-Term Writing [Writing Center] *Spring Semester*

Because effective communication of research findings is an essential component of scientific success, I will help my postdocs hone their communication skills by having them write research articles and develop oral and poster presentations for lab meetings, department seminars, and scientific meetings. I will also help them prepare their own research grants and involve them in the development of mine. Finally, I believe that all trainees benefit from the perspectives and guidance of multiple mentors; therefore, while I will serve as my postdocs’ primary advisor and mentor, I will encourage them to seek additional mentors within and outside our institution. Postdocs will also benefit from attending the following workshops for research and communication skills.

* Elevator Pitch Essentials Part 1: Preparing the Pitch [Writing Center & Grad School Grants and Fellowships] *Fall and Spring Semesters*
* Elevator Pitch Essentials Part 2: Practicing at a Reception [Writing Center & Grad School Grants and Fellowships] *Fall and Spring Semesters*
* Writing Successful Grants [Office of Research] *Fall Semester*