**Guidelines for Mentors and Research Advisors**

**Individual Development Plan for** ‘**Ike Wai Graduate Students & Post-docs**

**Summary of forms:**

* Form 1 (Self-Assessment)
* Form 2 (Individual Development Plan)
* Form 3 (Cover Sheet)

**Rationale**

Our overarching goal is for graduate students and post-docs to emerge from their ‘Ike Wai training period competitive (via an intentional professional development program), committed to interdisciplinary research (‘Ike Wai projects will transcend disciplinary boundaries), inclusive (comfortable with diversity and culturally adept), and integral (comprehensively networked with stakeholders and career development opportunities). ‘Ike Wai graduate students and post-docs are expected to spend up to 20% of their time on educational and training activities. Within 60 days of their appointment, they will each develop an Individual Development Plan (IDP) of research and professional development (PD) milestones.

Establishing such a formal structure has been shown to support success, productivity and satisfaction (Davis 2005). Benefits of an IDP include:

* **Empowering the student/post-doc to take ownership** of his or her training
* **Providing an open, direct dialogue** about research and career goals
* Outlining concrete steps with timelines toward achieving those goals
* Helping to prepare for a career**, both by developing core competencies and competencies specific to one's individual career goals**
* Clarifying responsibilities and expectations for the mentee, research advisor and PD mentor

**Concept**

The IDP is a personal action plan, jointly agreed to by the mentee, research advisor, PD mentor, and IDP coordinator. It will include six core competencies: Research, Teaching & Mentoring, Leadership, Oral & Written Communication, Place & Culture, and Career Development. For each competency, the IDP identifies milestones, as well as the training and experiences needed to achieve these milestones within a mutually agreed time frame. Each IDP is uniquely tailored to the needs of the individual. It is an evolving document that will be revisited throughout the appointment.

Setting milestones will help individuals be more deliberate about their education and training experiences, and keep them on track. The best milestones are SMART

* Specific (Is the milestone focused and unambiguous?)
* Measurable (Can you measure whether you have achieved the milestone?)
* Actionable (Is there an action required on your part?)
* Realistic (Considering difficulty and timeline, is the milestone achievable?)
* Timely (By when will you complete the milestone?)

**Preparing an IDP**

The graduate student or post-doc (mentee) will initiate this process with full participation by the research advisor and PD mentor. This involves a series of steps:

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| --- | --- | --- |
|  | **For graduate student/post-doc** | **For research advisor & PD mentor** |
| ***Step 1***  *(within 10 days)* | * Complete a written self-assessment (Form 1) | * Review mentee’s self-assessment and provide feedback |
| ***Step 2***  *(within 20 days)* | * Learn about research, PD and career opportunities, and discuss among mentee, research advisor and PD mentor | |
| ***Step 3***  *(within 30 days)* | * Draft an IDP (Form 2) and share draft with advisor and mentor | * Review draft IDP and suggest revisions |
| ***Step 4***  *(within 40 days)* | * Submit draft IDP (Form 2) to IDP coordinator; schedule appointment to review | * Participate in review meeting with mentee and IDP coordinator (optional) |
| ***Step 5***  *(within 60 days)* | * Finalize and submit IDP (Form 2) and cover sheet (Form 3) to IDP coordinator. Begin implementation | * Sign off on cover sheet (Form 3) |
| ***Step 6***  *Review IDP once per semester*  ***MAR 30, OCT 30*** | * Schedule a meeting with research advisor, PD mentor and IDP coordinator to review progress and outline future activities. Revise IDP (Form 2) and resubmit to IDP coordinator. | |
| ***Step 7***  *Self-assess annually*  ***MAR 30 or OCT 30*** | * Re-do written self-assessment (Form 1) | * Review mentee’s self-assessment and provide feedback |

IDP coordinator email: epscor.ed@gmail.com

**For Research Advisor and Professional Development Mentor**

**A ‘how to guide’ to support your mentee with his/her IDP**

**STEP 1 – Provide feedback on your mentee’s written self-assessment**

* After your mentee has completed his/her written self-assessment, carefully review how s/he has rated her/himself in each core competency area.
* Set up a meeting with your mentee to discuss, and provide honest (both positive and constructive) feedback.

**STEP 2 – Become familiar with available opportunities and discuss with your mentee**

* Please remember that 20% of your mentee’s time should be devoted to PD. The remaining 80% is dedicated to research.
* From your own experience, you are likely familiar with a variety of research, teaching, PD and career opportunities. However, we strongly encourage you to actively research opportunities to enhance your knowledge, so you can provide the best and most up-to-date advice and information.
* Set up a meeting to discuss these opportunities (as well as other opportunities that your mentee has identified). This meeting should be separate from any meetings regarding research progress. Refer your mentee to any resources you find useful (some suggestions can be found at the end of this document).

**STEPS 3–5 – Review IDP and optionally participate in a review meeting**

* Provide positive and constructive feedback, and help your mentee set realistic and achievable milestones. Agree on an IDP that helps the mentee be productive with his/her research project AND adequately prepares him/her with PD for their chosen career. Respect that your mentee might choose a different career goal than yours, and that s/he may need different preparation. Keep in mind that your mentee needs your full support.
* Although not required, we encourage you to join your mentee when s/he meets with the IDP coordinator to review the revised IDP draft.
* Sign Form 3 after everyone (mentee, research advisor, PD mentor and IDP coordinator) has agreed on a final IDP.

**STEP 6 – Regular Review of Progress**

* Meet with your mentee regularly. We require a meeting each semester, and encourage more frequent meetings.
* Understand that career goals evolve, so PD training has to evolve as well. Help your mentee modify their IDP as needed.
* Each April, sign off on the revision.

**STEP 7 – Annual self-assessment**

* Each year, your mentee will re-do their written self-assessment. Each year, your role is to review the self-assessment and provide feedback.

**Resources**

*Self-assessment and planning your IDP*

* Science Careers: <http://myidp.sciencecareers.org/>
* Fiske, P.S. (2001) Put Your Science to Work: The Take-Charge Career Guide for Scientists. American Geophysical Union

*Teaching & Mentoring*

* Advisor, Teacher, Role Model, Friend (1997) On being a Mentor to Students in Science and Engineering. National Academy Press
* Carl Wieman Science Education Initiative: <http://www.cwsei.ubc.ca/>
* Science Education Resource Center: <http://serc.carleton.edu/index.html>

*Leadership*

* Linsky, M, Heifetz, R.E. (2002) Leadership on the Line: Staying Alive Through the Dangers of Leading. Harvard Business Review Press
* Sapienza, A.M. (2004) Managing Scientists: Leadership Strategies in Scientific Research. Wiley-IEEE, Inc.
* Myers, B. (2011) Take the Lead. Atria Paperback. Simon & Shuster, Inc.

*Oral & Written Communication*

* Day, R. and Gastel, B. (2011) How to Write and Publish a Scientific Paper. Greenwood
* Browning, B. (2008) Perfect Phrases for Writing Grant Proposals. Madison, Wisconsin: CWL Publishing Enterprises
* Olson, R. (2009) Don’t Be Such A Scientist. Island Press

*Place & Culture*

* Clark, J.R.K., Hawai‘i Place Names (2002). University of Hawai‘i Press
* Morgan, J.R., Hawai‘i: A Unique Geography (1996). Bess Press
* Pukui, M.K., Elbert, S.H. (1986) Hawaiian Dictionary. University of Hawai‘i Press
* Sterling, E.P, Summers, C.C. (1978). Sites of O‘ahu. Bernice Pauahi Bishop Museum

*Career Development*

* Bolles, R.N. (2002) What Color is you Parachute? A Practical manual for Job-Hunters and Career-Changers. Ten Speed Press
* Robbins-Roth, C. (2006) Alternative Careers in Science – Leaving the Ivory Tower. Elsevier
* Careers in Science and Engineering (1996) A Student Planning Guide to Grad School and Beyond. National Academy Press