

Learning Objectives and Outcomes

- Enhance your forward thinking and planning skills for career development
- Identify potential opportunities to strengthen your career pathway
- Identify both positive attributes and potential barriers that you may face
- Identify alternative pathways and approaches to achieve your career goals
- Develop concise communication skills in describing your career pathway(s)

Procedure: You will need to carefully consider and thoughtfully respond to the IDP questionnaire shown below. This will generate a self-populating 1-page summary. This document needs to be completed **prior** to the meeting with your PI/Mentor. The IDP link will be included with your acceptance letter.

Review your IDP yearly as your goals and objectives may change with time.

STUDENT

Prepare	<ul style="list-style-type: none"> • Plan and organize future semester classes • Identify probable target career goals • Recognize the need for additional information to establish target goals – seek this information • Recognize past achievements • Forward completed IDP to PI/Mentor and schedule a meeting within 30 days
Meet	<ul style="list-style-type: none"> • Listen, take notes, discuss career goals and consider optional approaches and pathways • Thoroughly reflect upon and critically question your selected pathway to achieve your career goal(s)
Revise	<ul style="list-style-type: none"> • Review the IDP feedback provided by your mentor • Make the necessary changes to ensure realistic goals are set and barriers are identified, with appropriate insight and plan to resolve those barriers
Submit	<ul style="list-style-type: none"> • Submit your final IDP (1-page Summary Page) to INBRE@hawaii.edu and your Campus Coordinator within 60 days. Meet with your Mentor regularly to assess your progress.

PI/MENTOR

Prepare	<ul style="list-style-type: none"> • Review your student's IDP prior to meeting with the student. Meet within 30 days • Clearly identify and articulate potential barriers toward achieving career goals.
Meet	<ul style="list-style-type: none"> • Provide critical and realistic feedback regarding your student's potential for achieving their career goals. • Assist your student in recognizing and resolving barriers that he/she may encounter. • Evaluate and advise on the trajectory pathway that your student has chosen to achieve their personal goals and career focus.

The IDP should be reviewed and updated annually, as student achievements and goals may change with time.

OVERALL CAREER GOALS

(Sections 1-4)

1. Overall Expectations of the SRE Program

What specific professional and/or technical skills do you expect to acquire during your INBRE Student Research Experience (SRE)?

(25 Word Limit)

Examples: improving writing skills; improving communication and presentation skills, develop laboratory competency, specific instrumentation skills, etc.

2. Past Accomplishments

List two (2) of the most significant academic, personal and/or professional accomplishments you have attained. Recognize important performance measures from past activities that may assist you in your career goals. Do not include Awards or any formal recognition of performance unless it was the result of a sustained and goal-directed activity.

1. (10-word limit)
2. (10-word limit)

Examples: Won best poster Award, selected as an INBRE Scholar

3. List 2 Pertinent Strengths

Identify two (2) personal *strengths* that give you an advantage toward realizing your overall career goals.

1. (10-word limit)
2. (10-word limit)

Examples: strong analytical ability; a love of science

4. List 2 Pertinent Weaknesses:

Identify two (2) personal *weaknesses* that pose challenges to you in realizing your overall career goals.

1. (10-word limit)
2. (10-word limit)

Examples: weak academic performance in 1st year, poor writing skills. etc.

SHORT-TERM GOALS

(Section 5) In responding to this question, you should primarily focus on what you hope to accomplish during the next year/semester including your INBRE Student Research Experience.

HINT: How well do your goals align with one another? Are any of your goals in conflict with one another, or are they complementary?

5a. List two (2) *Short-Term Academic Goals* that are achievable within a 1-2 year timeframe. These should be clear, focused and directly related to coursework and/or INBRE student research experience.

1. (10-word limit)
2. (10-word limit)

Examples: "Dean's List"; GPA increase to X, complete required classes.

5b. List two (2) *Short-Term Vocational Goals* that are achievable within a 1-2 year timeframe. Consider opportunities for the upcoming year that may help you to network and/or collaborate with others, obtain practical work experience or acquire more advanced training and education, and even certification.

1. (10-word limit)
2. (10-word limit)

Examples: publish a scientific research paper, present a poster, attend a scientific conference; shadowing experience, internship etc.

LONG-TERM GOALS

(Section 6) In responding to this question, consider your educational goals, including graduate and post-graduate school as well as your ultimate and ideal professional career choice. Also consider how you can work with the INBRE / UG program to address identified weaknesses and/or how you may personally contribute to the UG/INBRE program in the future.

6a. List two (2) Long-Term Academic Goals that are achievable within a 3-10 year timeframe. Goals should be clear, focused and may be directly related to the INBRE program, as well as to future graduate and post-graduate aspirations you hold.

1. (10-word limit)
2. (10-word limit)

Examples: Commit to a career in research, acceptance to a PhD program, acceptance to medical school, etc.

6b. List two (2) Long-Term Vocational Goals that are achievable within a 3-10 year timeframe. What are your future educational and career goals? Although uncertainties are inevitable in dealing with the future, as much as possible, long-term vocational goals should be well-defined and focused.

1. (10-word limit)
2. (10-word limit)

Examples: Become a research scientist, earn a PhD degree, earn an MD degree.

REQUIRED SKILLS

(Section 7)

7. Required Skills

List four (4) research skills, both cognitive and/or technical, that you are working to acquire to ensure your success in INBRE.

1. (10-word limit)
2. (10-word limit)
3. (10-word limit)
4. (10-word limit)

Examples: Biotechnology laboratory skills such as PCR, cloning, gel electrophoresis, Western blots. Cognitive skills include: scientific presentation skills review and interpretation of scientific articles, poster presentations, enhance collaborative activities, etc.

PROJECTED SCHEDULE OF CLASSES

(Section 8)

8. Projected schedule of classes for the upcoming year:

List the classes in which you are planning to enroll for this semester. Insert the letter grade you *realistically expect* to receive for each course.

- A. Student to identify Semester & Year
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

Example:	
A. Fall 2019	Expected Grade
1. Anat 142 (3 cr)	A
2. Chem 162 (3 cr)	B
3. Chem162L (1 cr)	B
4. Math 140 (3 cr)	A

8. Projected schedule of classes for the following year:

List the classes in which you are planning to enroll for the next semester. Insert the letter grade you *realistically expect* to receive for each course.

- B. Student to identify Semester & Year
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

(Hint: Did you think about and plan ahead for following semesters already?)

DESIRED OUTCOME

(Section 9)

9. Describe your Desired Outcomes

Consider the motivation, commitment, and passion that will lead you to a full and balanced life. Carefully describe your plan for a successful transition from student to life as a responsible professional.

(100 Word Limit)