Individual development plans: HoM work?

FSHN GRADUATE STUDENT LEARNING COMMUNITY

FEB 1, 2017

What does it take to….?

https://www.youtube.com/watch?v=iUIv3-p28uQ

Learning outcomes

Make meaning of the idea of an "Individual Development plan (IDP)"

Construct a basic IDP, including rationale for your choice of SMART goals

Apply the ideas of Mindset and Habits of Mind to the construction of your IDP

Practice teamwork by cooperating with an informal network of peers and faculty in framing and fortifying your IDP

Reflect on how ISU's Principles of Community can inform your in your IDP

IDPs

What does "Individual Development Plan" mean to you?

Turn to your group and discuss, be prepared to share.

How can IDPs be useful?

Turn to your group and discuss, be prepared to share

Individual development plan (IDP)—organizing questions

Where do you want to go and why?

What abilities and knowledge do I require to put myself in the best position to succeed?

What specific, measurable, achievable, results-focused and time-bound goals do I need to focus on in my IDP and why?

For each goal:
◦ What actions do I need to take by when?
◦ How will I measure my progress?
◦ Who and what resources do I need to accomplish my actions?

Who do I need to connect with to help me achieve my IDP?

Link to AAAS IDP website:
http://myidp.sciencecareers.org/

Connecting as a community

ISU's Principles of Community

Respect: We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.

Purpose: We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.

Cooperation: We recognize that the mission of the university is enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for his or her insights and efforts, collective and individual, to enhance the quality of campus life.

Richness of Diversity: We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.

Freedom from discrimination: We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.

Honest and respectful expression of ideas: We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements.

How might these principles become part of or play a role in your IDP?

How does my mindset about my intelligence influence my thinking about my IDP?

Dweck's concept of mindset (Dweck C (2006) Mindset, The New Psychology of Success, Ballantine Books, NY, NY.)

Read the following brief description of this idea
◦ Record key points as you read this
◦ How does this idea of mindset influence your IDP

According to Dweck, people's self-theories about intelligence have a profound influence on their motivation to learn. Students who hold a "fixed" theory are mainly concerned with how smart they are—they prefer tasks they can already do well and avoid ones on which they may make mistakes and not look smart. In contrast, she said, people who believe in an "expandable" or "growth" theory of intelligence want to challenge themselves to increase their abilities, even if they fail at first.

Dweck's research about intelligence and motivation, and how they are variously influenced by fixed and growth mindsets, has attracted attention from teachers trying to help underperforming students, parents concerned with why their daughters get turned off math and science, and even sports coaches and human-resources managers intent on helping clients reach higher levels of achievement.

The journal *Child Development* is releasing a paper Wednesday, Feb. 7, co-authored by Dweck titled "Implicit Theories of Intelligence Predict Achievement Across Adolescent Transition: A Longitudinal Study and an Intervention." The research shows how at one New York City junior high school students' fixed and growth theories about intelligence affected their math grades. Over two years, she said, students with a fixed mindset experienced a downward academic trend while the others moved ahead.

The psychologists then designed an eight-week intervention program that taught some students study skills and how they could learn to be smart—describing the brain as a muscle that became stronger the more it was used. A control group also learned study skills but were not taught Dweck's expandable theory of intelligence. In just two months, she said, the students from the first group, compared to the control group, showed marked improvement in grades and study habits.

"What was important was the motivation," Dweck said. "The students were energized by the idea that they could have an impact on their mind." Dweck recalled a young boy who was a ringleader of the troublemakers. "When we started teaching this idea about the mind being malleable, he looked up with tears in his eyes, and he said, 'You mean, I don't have to be dumb?'" she said. "A fire was lit under him."

Your mindset about your intelligence

	Growth Mindset	Fixed Mindset
Challenges		
Obstacles		
Effort		
Feedback		
Success of others		

In your group, choose one aspect, contrast the 2 mindsets

Provide an example of someone acting out of a growth vs. fixed mindset

In your group, discuss what efforts might be most important for your work on your IDP and why?

Dweck C (2006) Mindset, The New Psychology of Success, Ballantine Books, NY, NY.

What Habits of Mind do I need to work on in my IDP and why?

Persistence	Creativity	Thinking flexibly	Managing emotions
Thinking about my thinking	Responsible risk taking	Asking questions	Listening with understanding and empathy
Accuracy	Responding with wonderment and awe	Applying past knowledge	Using all senses to gather data
Thinking Interdependently	Being open to continuous learning	Thinking and communicating with clarity and precision	Finding humor

Being Open to Continuous Learning

Element	Exemplary	Accomplished	Developing	Undeveloped
Commit to being a lifelong learner	Actively seeks as many opportunities as possible to learn, creates opportunities to learn, encourages others to engage in learning opportunities, shows a growth mindset for most aspects of their learning	Actively trying to learn, seeks out new opportunities to learn, finds helpful resources and uses them consistently, articulates a conscious decision to be a lifelong learner	Wants to, but efforts are uncertain, sometimes looks for learning opportunities, can articulate a passion for learning some things	Has expressed no interest in continuous learning, has not thought about this and is unaware of the need for this, not seeking improvement
Create social network of lifelong learners	Has large group of peers and mentors who can assist and motivate to do one's best in all pursuits in life; actively uses these resources and engages with other learners, leads social networks of lifelong learners	Has ongoing connection with some other learners who help with formal and informal learning opportunities, takes some leadership for social networks the help one's learning	Has found a few other learners to work with in some learning pursuits, actively participates in at least one formal or informal social network of learners	No desire or interest in connecting with others about learning, identifies no associates who are lifelong learners
Create a lifelong learning plan	Has a comprehensive, interconnected plan with learning goals, action steps, resources, revision/reflection process for most major aspects of learning in life; follows plans and works with others to help remain accountable; shares plan and encourages others to create lifelong learning plans	Has a plan that includes learning goals for more than one area of learning, including action steps, resources needed, reflection and revision process; mostly follows plan, not always holding one's self accountable	Begins to make a plan, including specific learning goals for selected learning opportunities, and a few specific action steps to achieve those goals, sometimes follows the plan, but lacks consistency and accountability mechanisms	No plan exists
Effectively use lifelong learning resources	Has numerous quality resources and uses them, has extensive networks of positive connections and relationships for sharing resources, interested in learning as much as possible about any topic presented	Has several adequate resources and utilizes most of them, interested in many areas of learning, has built a solid network of relationships	Has identified a few resources, uses them to some extent, shows some interest in one or two areas of learning, attempts to build relationships	Not seeking resources, uninterested in learning, bored by research or reading, seeks no new opportunities for learning or building relationships

Hendrich S, Murray T, Hubbard E (2016) Learning and Leadership Science 212 course, Habits of mind for learning and leadership, Iowa State University.

Individual Development Action Plan for:
Goal Statement:
What will it look like when the goal is reached?

Activities/Action steps (what needs to be done? use bullets for "sub-steps")	Support and learning (what resources are needed by whom, what learning is needed?)	Evidence of progress (how will we know we are making headway?	Timeline By when (date)	Evaluation (How will we measure our success?)

Work on framing one IDP goal; share your goal and reasons for the goal with your small group
Consider developing a Habit of Mind as a goal

Next steps

Any graduate student or faculty member who wants to work on an IDP this spring, sign up on the sheet that is circulating

We will form teams of ~8, meet for 1 hour in Feb, Mar, Apr and do a group email check in once a month in between meetings to hold each other accountable for our progress

Questions/Comments?