Welcome to this challenge! In this module, you will work with Lee to help him develop an effective career plan. This module is an accessible PDF that can be read by activating the Read Out Loud functionality within the Adobe Acrobat Pro Reader. It is also compatible with the JAWS screen reader.

To activate the Read Out Loud functionality:

Choose View, then Read Out Loud and Activate Read Out Loud.

Once the Read Out Loud functionality is on, to navigate the document you will have to:

Press the DOWN ARROW to advance from one item to the next.

Press the UP ARROW to go back to an item previously read.

The items include the page and the main section headings, each sentence of the running text and each sentence in the question and feedback tables.

You can also navigate the module chapters by using the Bookmarks. To display them, click on the Bookmark tab on the left side menu of your Adobe Reader interface.
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Planning your career: Develop an effective career plan

Lee is a graduate student pursuing his master’s degree in software engineering. He is uncertain about the path he ought to take in his upcoming career.

Your mission is to help Lee develop a career plan to better achieve his profession goals.

While answering Lee’s questions, you can consult the Advisor’s tips at the end of each question to review a few useful pointers. For additional guidance, go to the Resources section to learn some best practices on how to effectively develop a career plan. Should you succeed, you will earn the CALCULATED RISK badge: one of the five components of your professional skills profile.

Let’s introduced you to Lee!
You’re meeting Lee in the computer lab. He greets you and says:

"Hi, I’m Lee. It’s great to finally meet you! Many students say you are the person to go see about getting a foot in the industry. Speaking of which... I’m currently completing my master’s degree in software engineering. The thing is, I’m not sure about what to do next. I was hoping you could lend me a hand in building a strong career plan. Yes? Great!"
Let's start by helping Lee determine what he should and shouldn’t consider when drafting his career plan. Lee tells you:

“So here is where I stand. I have listed the skills I can rely on the most and those that need improvement. I also took the time to list my values as well as some of my interests, apprehensions, motivations, etc.

What shouldn’t I be considering when drafting my career plan?”

Select all the points that Lee SHOULD NOT consider, then review the feedback on the next page.

<table>
<thead>
<tr>
<th><strong>Answer Options</strong></th>
<th><strong>Skills</strong></th>
<th><strong>Interests</strong></th>
<th><strong>Values and Motivations</strong></th>
<th><strong>Other Considerations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Good communication skills</td>
<td></td>
<td></td>
<td>F - Security</td>
<td>J - Parents want me to become a teacher</td>
</tr>
<tr>
<td>B - Excellent analysis skills</td>
<td></td>
<td></td>
<td>G - Creativity</td>
<td>K - I feel like my master’s degree is enough for my career</td>
</tr>
<tr>
<td>C - Need to improve management skills</td>
<td></td>
<td></td>
<td>H - Good salary</td>
<td>L - I usually get nervous about uncertainty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I - Working with people from different backgrounds</td>
<td>M - I DON'T want to become a salesman</td>
</tr>
</tbody>
</table>
Advisor’s tip

An effective career plan depends on a strong sense of self-awareness and introspection. You need to understand your values, likes and dislikes, and strengths and weaknesses, so you can assess your fit with different kinds of jobs in different environments.

Remember, a career plan should not only let you appreciate the range of your strengths and skills, but also help you focus on what is right for you.
**STEP BY STEP – Feedback**

<table>
<thead>
<tr>
<th>If you DID NOT select J – Parents want me to become a teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee replies:</td>
</tr>
<tr>
<td>“I’m not so sure about that...</td>
</tr>
<tr>
<td>Obviously, I’ll include my strengths and weaknesses in my plan as well as what is actually important to me. I think this will help me set professional goals that really motivate me.”</td>
</tr>
<tr>
<td>You score 0 points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you selected J – Parents want me to become a teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee replies:</td>
</tr>
<tr>
<td>“You’re right!</td>
</tr>
<tr>
<td>Obviously, I’ll include my strengths and weaknesses in my plan as well as what is actually important to me. I think this will help me set professional goals that really motivate me.”</td>
</tr>
<tr>
<td>You score 10 points. This is the correct answer.</td>
</tr>
</tbody>
</table>
A few hours later, you touch base again and he shares his progress with you:

“I have also done some research to gather information about potential careers, and came up with some options. Do you want to review my research, or should we move on to my first career goal?”

If you’d like to review Lee’s research, go to the next page.

If you’d like to skip this part, skip the next page.
Lee continues:

“Actually, I was kind of hoping you would say that. I consulted lots of job postings and the websites of various companies, but I find the postings to be the same on most websites. How should I extend my research?”

What advice do you have for Lee?

Select your answers, then review the feedback on the next page. This question counts as an exercise only, and will not affect your score.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
</tr>
</tbody>
</table>

Advisor’s tip

Look for information on hiring trends and forecasts in relevant occupational sectors, summaries of skills required in different roles, and descriptions of working conditions for different roles. This information can help you understand what kinds of jobs are available for people with skill sets similar to yours. It also sometimes offers valuable background information that can help guide you in developing the skills required for different jobs, and help you position yourself as a highly competitive applicant.
**DATA GATHERED – Feedback**

If you selected answers A, B, and D, Lee replies:

“You’re right! Oh, I see! The idea is to combine the data gathered from various sources.”

You score 10 points. These are the correct answers.

If you selected some BUT NOT ALL of the correct answers, Lee replies:

“I’m not so sure about that... I really feel like there is more I could do...”

You score 5 points.

If you selected answer C, Lee replies:

“So that’s your advice? Keep on keeping on?”

You score 0 points.
Lee has clearly defined his career goals. He explains:

“Based on my self-reflections and the data gathered during my market research, here are the career goals I want to set for myself:

Reach a stable executive position within the next five years, and lead a team in charge of developing new products by the end of the same period.

Can you help me map out a career path to reach my goals?

Which options do you think I should follow in regards to:
- Profession
- Certifications
- Skills improvement

For the next 3 questions, select either A or B, depending on what you think Lee should do to achieve the career goals that he just mentioned. The next three questions are not scored.
Once again, here are Lee’s career goals:

Reach a stable executive position within the next five years

Lead a team in charge of developing new products

What would be your advice for Lee regarding his eventual profession?

Select your answer. Feedback is provided after all three questions have been answered.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Lee should work as a Computer Network Architect at a large retail corporation.</td>
</tr>
<tr>
<td>☐ Lee should work as a Software Engineer at a small multimedia studio.</td>
</tr>
</tbody>
</table>
Lee’s career goals are:
Reach a stable executive position within the next five years
Lead a team in charge of developing new products

**What would be your advice for Lee regarding additional education or certification?**

Select your answer, feedback is provided after all three questions have been answered.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee should complete his master’s degree.</td>
</tr>
<tr>
<td>Lee should pursue doctoral studies.</td>
</tr>
</tbody>
</table>
Once more, Lee’s career goals are:

Reach a stable executive position within the next five years

Lead a team in charge of developing new products

What would be your advice for Lee regarding skills improvement?

Select your answer, then review the feedback on the next page.

**Answer Options**

- [ ] Lee should seek training on his management skills.
- [ ] Lee should seek training on his communication skills.
LEE’S CAREER PATH – Feedback

Here are the correct answers to the last three cases. Lee should do the following to achieve his goals:

1. Work as a Computer Network Architect at a large retail corporation
2. Complete his master’s degree
3. Seek training on his management skills

Also consider that:

- A smaller studio will facilitate greater opportunities for advancement.
- The skills developed in the master’s degree provide a solid foundation for the technical requirements in his career path, and a doctoral degree does not guarantee a better entry position.
- His skills assessment shows he must improve his managing skills, so he should focus on them.

If you answered ALL 3 cases correctly:
Well done! The career path you’ve worked out for Lee should enable him to build the skill set and experience he needs to reach his goal.

If you answered only 2 cases correctly:
The career path you’ve planned out for Lee will help him meet his career goals, but it will most likely take more time than the five years he had in mind.

If you did not get any correct answer:
While the career path you’ve planned out for Lee might be a successful one, it does not fully correspond to his aspirations or goals.
Now that you've worked on his career path, Lee asks:

“Perfect, I now have some clear career goals and a potential career path. So, what's the next step? How can I be even better prepared?”

What advice do you have for Lee?

Select your answer, then review the feedback on the next page.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. [ ] Start applying for positions that meet your requirements.</td>
</tr>
<tr>
<td>B. [ ] Talk to people working in your desired roles and find yourself a mentor.</td>
</tr>
<tr>
<td>C. [ ] For now, the best thing is still to focus on your studies.</td>
</tr>
</tbody>
</table>

Advisor's tip
Seek out opportunities to develop the skills you have identified as necessary. Talk to your supervisor about skills development. Find out what training and development resources are available at your institution.

Ask a lot of questions. Find people who are working in your desired roles (LinkedIn is a great resource), and make requests for informational interviews, which can be done in person or over the phone.
**THE NEXT STEP – Feedback**

If you selected answer A or C, Lee replies:

“I’m not so sure about that... I know my career plan is incomplete, but I should not stop in the middle of this process. McMaster’s Engineering faculty is hosting a career fair in a couple of weeks. That sounds like an opportunity.”

You score 0 points.

If you selected answer B, Lee replies:

“You’re right! Actual industry insight is what I need, and getting someone to mentor me would be the best way to learn about best practices. Hey, McMaster’s Engineering faculty is hosting a career fair in a couple of weeks. See you there!”

You score 10 points. This is the correct answer.
FEELING THE CROWD

It has been two weeks since Lee and you decided to attend a career fair hosted by McMaster. You have arrived at the event when Lee says:

“Here we are! Help me gather inside information about what different employers will be expecting of me. At the same time, I should be on the lookout for a potential mentor... You know these people, right? Can you provide useful information on them? I’ll see if there is one I can eliminate from my potential mentor list right off the bat, to allow me more time with the others.”

Below is a description of the four professionals Lee could meet.

<table>
<thead>
<tr>
<th>Mr. Albertson</th>
<th>Ms. O’Hara</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO of a consulting firm specialized in knowledge transfer. Values communication skills. Motto: <em>Information should be explicit and delivered with clarity.</em></td>
<td>Software Developer and R&amp;D specialist at a major video gaming company. Values multidisciplinary thinking, knowledge, and reasoning skills. Motto: <em>Problem identification is the first step towards problem solving.</em></td>
</tr>
<tr>
<td>Mr. Hoover</td>
<td>Mrs. Abernathy</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>IT specialist for a bank. Manages the teams responsible for the system’s integrity.</td>
<td>An entrepreneur who’s had success developing new applications for various social media providers.</td>
</tr>
<tr>
<td>Values technical knowledge as well as processes, resources, and project management skills.</td>
<td>Values excellent self-management skills.</td>
</tr>
<tr>
<td>Motto: <em>Being prepared and adequately resourced lets one do what needs to be done on time and on budget.</em></td>
<td>Motto: <em>Effective self-management demands keen self-awareness and flexibility.</em></td>
</tr>
</tbody>
</table>
Lee only has time to speak to three out of four people today. Who can he afford not to speak to?

“I think I know who would not be suitable as my mentor, but I would like to hear your thoughts first. Who do you think I can afford NOT to talk to today?”

What advice do you have for Lee?

Select your answer, then review the feedback on the next page.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. □ Mr. Albertson</td>
</tr>
<tr>
<td>B. □ Ms. O’Hara</td>
</tr>
<tr>
<td>C. □ Mr. Hoover</td>
</tr>
<tr>
<td>D. □ Mrs. Abernathy</td>
</tr>
</tbody>
</table>

Advisor’s tip
Like any other aspect of your career development plan, the choice of your mentor should reflect your ambitions, values, interests, aspirations, and fears.
**LEE’S MENTOR CHOICES – Feedback**

<table>
<thead>
<tr>
<th>If you selected answer D, Lee replies:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“You’re right! I’ll make sure to talk to Mr. Albertson, Ms. O’Hara, and Mr. Hoover to learn more about the specific skills their positions entail. Who knows, maybe one of them will agree to be my mentor.”</td>
<td></td>
</tr>
<tr>
<td>You score 10 points. This is the correct answer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you selected answer A, B, or C, Lee replies:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m not so sure about that... All of these people are inspiring, but if I had to rule one out, it would have to be the entrepreneur, Mrs. Abernathy.”</td>
<td></td>
</tr>
<tr>
<td>You score 0 points.</td>
<td></td>
</tr>
</tbody>
</table>
Lee continues:

"I am ready to go talk to each of them. Could you introduce me, please?"
Let’s start with Mr. Albertson, an expert in communication and knowledge transfer.

What topic should Lee discuss with him to make the most out of this conversation?

Select what you think Lee should say to Mr. Albertson, then review the feedback on the next page.

Answer Options

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>“How can I work on my capacity to “read” an audience and adapt to it?”</td>
</tr>
<tr>
<td>B.</td>
<td>“How can I approach complex technical concepts with experts?”</td>
</tr>
<tr>
<td>C.</td>
<td>“Is there enough demand for software engineering in knowledge transfer to make a living out of it?”</td>
</tr>
</tbody>
</table>

Advisor’s tip

Graduate students can develop or demonstrate communication and knowledge transfer skills through:

- Gaining experience as a teaching or lab assistant
- Presenting to elementary or secondary school students
- Participating in professional development activities to improve teaching skills
- Coaching and mentoring undergraduate students
**MR. ALBERTSON – Feedback**

<table>
<thead>
<tr>
<th>If you selected answer A, Mr. Albertson would tell Lee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You’re right! There are lots of activities that could help you develop these communication skills. You could give presentations to elementary or secondary school students, or mentor undergraduate students at your university.”</td>
</tr>
<tr>
<td><strong>You score 10 points. This is the correct answer.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you selected answer B, Mr. Albertson would tell Lee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m not sure about that... The best way to go about it is to keep it simple. We do not interact only with specialists or confine ourselves to technical subjects!”</td>
</tr>
<tr>
<td><strong>You score 0 points.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you selected answer C, Mr. Albertson would tell Lee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m not so sure about that... Don’t expect to work only on software related questions simply because it is your “specialty.”</td>
</tr>
<tr>
<td><strong>You score 0 points.</strong></td>
</tr>
</tbody>
</table>
Lee is now in discussion with Ms. O’Hara, who specializes in research and development and is always on the lookout for innovative ideas.

What topic should Lee discuss with her to make the most out of this conversation?

Select what you think Lee should say to Ms. O’Hara, then review the feedback on the next page.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. □ “I’ve been working on new original software that I would be willing to sell.”</td>
</tr>
<tr>
<td>B. □ “How can one ensure they are continually coming up with new ideas?”</td>
</tr>
<tr>
<td>C. □ “Which field should I explore if I want to join a team like yours?”</td>
</tr>
</tbody>
</table>

Advisor’s tip

Graduate students can develop or demonstrate skills in critical and creative thinking through:

- Participating in research proposal development and writing
- Applying theoretical constructs and methodologies from a range of disciplines
- Participating in collaborative research
- Participating in design competitions and hackathons, developing “pitches” in start-up competitions
**MS. O’HARA – Feedback**

If you selected answer A, Ms. O’Hara would tell Lee:

“I’m not sure about that...

Sadly, not all ideas are worth investing time and money into. The key to this business lies in taking carefully calculated risks.”

You score 0 points.

If you selected answer B, Ms. O’Hara would tell Lee:

“You’re right!

Innovation is more than sudden epiphanies. Participating in collaborative research, design competitions, or hackathons usually prove to be rewarding experiences. You should also try your hand at writing research proposals, because we sure do a lot of that!”

You score 10 points. This is the correct answer.

If you selected answer C, Ms. O’Hara would tell Lee:

“I’m not so sure about that...

There is no right answer to that question. You need to think in a broad, multidisciplinary way. Coming up with a new idea or a creative solution to a problem requires you to take into account technological, personal, societal, and environmental factors.”

You score 0 points.
Lee is now in discussion with Mr. Hoover. As the head of an important IT team, he is in charge of managing resources and processes, at which he excels.

What topic should Lee discuss with him to make the most out of this conversation?

Select what you think Lee should say to Mr. Hoover, then review the feedback on the next page.

**Answer Options**

<table>
<thead>
<tr>
<th>Option</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>“Which is more crucial to managing projects: human or financial resources?”</td>
</tr>
<tr>
<td>B.</td>
<td>“Is there any best practice that can make resource management more efficient?”</td>
</tr>
<tr>
<td>C.</td>
<td>“What would be your responsibilities if you were working with professionals able to manage themselves?”</td>
</tr>
</tbody>
</table>

**Advisor’s tip**

Graduate students can develop or demonstrate managerial skills through:

- Actively participating and seeking to develop enhanced skills and knowledge in research management
- Developing and managing a research budget
- Developing and executing a research plan: setting priorities, managing time, managing resources
- Participating in professional societies, clubs and competitions: collaborating with others on developing and executing plans, managing project budgets, organizing events
### MR. HOOVER – Feedback

<table>
<thead>
<tr>
<th>If you selected answer A, Mr. Hoover would tell Lee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m not sure about that... Effective project management must take both into account, obviously.”</td>
<td></td>
</tr>
<tr>
<td>You score 0 points.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you selected answer B, Mr. Hoover would tell Lee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“You’re right! Never forget that you are managing both human and material resources. Doing so, you can easily understand how the key to efficient management lies in ensuring that your project teams are prepared and adequately resourced. That’s what this is all about. If you want to, try developing and executing a research plan during your studies to gain some experience.”</td>
<td></td>
</tr>
<tr>
<td>You score 10 points. This is the correct answer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you selected answer C, Mr. Hoover would tell Lee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m not so sure about that... In addition to setting the project’s goals and timelines, tracking their progress, budget and resources, and adjusting them accordingly, also falls under any good project manager’s responsibility.”</td>
<td></td>
</tr>
<tr>
<td>You score 0 points.</td>
<td></td>
</tr>
</tbody>
</table>
NOW WHAT?

The career fair is coming to an end. Lee shares his impression with you:

“Wow! That was informative, to say the least! I took notes during each conversation. For someone in my position, asking lots of questions sure gets things moving.

I think I know what career I would like to pursue after I have obtained my degree. So, what’s next? What should I do to develop my plan?”

What advice do you have for Lee?
Select your answers, then review the feedback on the next page.

<table>
<thead>
<tr>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Write it.</td>
</tr>
<tr>
<td>B. Share it.</td>
</tr>
<tr>
<td>C. Revise it.</td>
</tr>
</tbody>
</table>

Advisor’s tip

Now is time to actually draft your career plan. Use a career planning template to write detailed notes. Talk to others about your career plan. Get their feedback and ideas—and support.

As time goes by, make sure to revisit, reflect on, and revise your career plan. Your career path should be dynamic and your career plan should be a living document.
### NOW WHAT? – Feedback

<table>
<thead>
<tr>
<th>If you selected answers A, B, and C, Lee replies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You’re right! I need to get on it. I’ll find a career planning template and fill it in. Then it’s a matter of following up on it. That way, I will be sure to be ready to transition towards my actual career when the time comes.”</td>
</tr>
<tr>
<td>You score 10 points. These are the correct answers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you did not select all of the correct answers, Lee replies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I don’t think that would be enough.”</td>
</tr>
<tr>
<td>You score 0 points.</td>
</tr>
</tbody>
</table>

The career fair is now about to end. Before leaving, Lee tells you:

“Thanks for your help and advice. I’ve got it from here. Well, for the moment at least!”
HOW YOU DID!

If you scored 80 points and more:

Congratulations! Your performance earned you the Calculated Risk badge!

Thanks to you, Lee is ready to write his career plan. He now has a better idea of his career ambitions, the skills needed to succeed, and how to work on them.

It is now up to you to determine what possible careers you could see yourself in and assess your strengths and weaknesses accordingly. Then, just like Lee, you will have to do some research and ask a lot of questions to develop a career plan of your own.

If you scored less than 80 points:

You’ve made a few mistakes and did not get the Calculated Risk badge. Give it another try – but this time, get that badge!

Assignments

Make sure you follow up on what was discussed in this module:
Identify potential careers and the skills needed for them
Set career goals
Seek out a good mentor
Write a draft of your career plan
RESOURCES

Developing Your Career Plan

Identify the skill set you would most like to develop based on your career goals.

Seek out opportunities to develop those skills:
Organize your schedule so that you have time to do your research, add to your skill set, and still have time for your social life.
Ask a lot of questions: find people who are working in your desired roles and make requests for informational interviews.
Consciously develop your professional persona:
Work on refining interpersonal skills.
Seek opportunities to develop your communication skills.
Brush up on your social etiquette.
Develop your personal effectiveness skills.
Ensure your social media presence is always professional.

Career Options, Pertinent Skills, and Experience

Career in research
   Exceptional planning and analytical skills
   Advanced degrees in engineering

Career in product design, development, or production
   Strengths in management, teamwork, and communication skills
   Advanced abilities in integrating multiple technical disciplines

Career in consulting
   Exceptional interpersonal and communication skills
   Technical and analytical skills

Career in technical sales
   Technical strength in relevant areas
   Strong communication and interpersonal skills

Non-engineering careers
   Often attract engineering graduates with strong analytical skills
   Excellent communication skills
Communication Skills: Employers

Graduate students can develop/demonstrate these skills through:

- Participating in research presentations: conferences, seminars, poster sessions, thesis defenses, class participation, group meetings
- Submitting publications to journals, designing research posters, writing progress reports to supervisor/industry research partners, grant and scholarship applications
- Instructing/mentoring students, which requires effective listening as well as the ability to effectively convey information
- Using technology to enhance presentations and teaching, using a range of technologies and platforms to cultivate a professional presence

Management Skills: Employers

Graduate students can develop/demonstrate these skills through:

- Successfully executing experiments, meeting deadlines, consciously developing coping mechanisms to deal constructively with delays and unforeseen challenges
- Participating in collaborations with a diverse range of partners to develop interpersonal skills, appreciate diversity, develop self-awareness of team style
- Staying current in your field in both research and trade articles
- Instructing, mentoring, and supervising undergraduate students
- Participating in professional societies, clubs, competitions, and hackathons
- Collaborating with others on research.
**Process and Resources Management Skills**

Graduate students can develop/demonstrate these skills through:

- Actively participating and seeking to develop enhanced skills and knowledge in management techniques, like six sigma, lean sigma, ISO9000, etc.
- Developing and managing a research budget
- Developing and executing a research plan: setting priorities, managing time, managing resources
- Participating in professional societies, clubs, and competitions: collaborating with others on developing and executing plans, managing project budgets, organizing events

**Knowledge Transfer Skills**

Graduate students can develop/demonstrate these skills through:

- Gaining experience as a teaching or lab assistant
- Presenting to elementary or secondary school students
- Participating in professional development activities to improve teaching skills
- Coaching and mentoring undergraduate students
- Participating in knowledge transfer and succession planning activities with clubs, teams, and professional societies

**Critical and Creative Thinking Skills**

Graduate students can develop/demonstrate these skills through:

- Participating in the development and writing of research proposals
- Applying theoretical constructs and methodologies from a range of disciplines
- Acting as an external reviewer for journals
- Participating in collaborative research
- Participating in design competitions and hackathons, developing “pitches” in start-up competitions