

Chapter 10 Resources

Life Beyond Graduate School



Preparation Steps for Chapter 10 Discussion and Activity

- This *Facilitator's Guide* will lead you step-by-step through the chapter 10 discussions and activities.
 - Duplicate as appropriate the needed handouts for the activity section.
 - During the group activity, participants will need to take notes. Arrange to have a pen available for each participant.
- Return to the [chapter 10 homepage](#).
 - Watch the chapter 10 video and download it in preparation for leading the session.
 - To **download** the video, scroll to the bottom of the chapter 10 homepage and click on the .mp4 link under “Additional Files.”

Chapter 10 *Facilitator's Guide*



→ Summary of facilitation steps:

1. Lead the discussion of chapter 10
2. Prepare the group for the chapter 10 video
3. Watch the chapter 10 video
4. Lead the chapter 10 video discussion
5. Lead the chapter 10 group activity

Practical Points

- The time estimations provided for the discussions and activities may vary significantly, depending on the number of students and the group dynamics.
- Information contained in this document that is intended to be read verbatim to the participants is italicized.

Step 1. Lead the chapter 10 group discussion (15 minutes)

→ Read aloud and discuss with the participants.

1. *What did you find to be striking about the experiences Shirl described in chapter 10?*
2. *What jobs did you have before you started your PhD program? Did these experiences influence your decision to go to graduate school or your thoughts about a future career?*
3. *Would you ever consider starting your own business? What are the pros and cons from your personal perspective?*
4. *Advancements in our society continue at an increasing rate. Shirl talks about the importance of lifelong learning. How do you plan to keep current in your field after graduation?*

Step 2. Prepare for the chapter 10 video

Note to Facilitator

The purpose of this video is to set the stage for a discussion about career planning.

→ Read the following video introduction to the participants.

Having recently defended her PhD thesis in biochemistry, Kaleah is in the coffee shop on campus working on her résumé. Max, a fourth-year graduate student, stops by and they talk. The video is titled Options. Take a look.

Step 3. Watch the chapter 10 video (10 minutes)

Step 4. Lead the chapter 10 video discussion (10 minutes)

→ Ask the participants the following questions.

1. *Have you ever been unsure about what career path you'd like to pursue? Explain.*
2. *Do you think Max gave Kaleah good advice? Why or why not?*
3. *Kaleah seemed to view a government job as being less exciting than university and industry positions. What exciting and appealing jobs are you aware of in government?*
4. *Share with the group two or three jobs you would consider pursuing. What makes these jobs attractive and exciting?*

Step 5. Lead the chapter 10 activity (20 minutes)

→ Read the following activity objective to the participants.

In this activity, you will explore the process of developing an Individual Development Plan (IDP). An IDP can be an effective tool to help you navigate your way toward the ideal job. In a way, it is a GPS for career success. Using the handout, which will be distributed shortly, you will respond to a few key IDP questions and, in so doing, create a personal road map for your future.

→ Hand out the IDP questionnaire to each participant. Everyone should have a pen handy. Inform the students that the IDP is theirs to take home and will not be collected. Go through each question sequentially, asking participants to voluntarily share their answers to questions 1 through 3. Questions 4 and 5 are more personal. Avoid imposing pressure on students to respond publicly to these questions, but accept responses from those students who feel comfortable sharing their thoughts. Encourage everyone, however, to write his or her personal responses on the questionnaire for later reflection. [Note: If your group is large, you may wish to have participants go through the IDP questions in small groups of three to six.]

→ Lead the summary discussion. Ask participants to share (a) the particular skills they'd like to acquire or improve, (b) how they plan to acquire or improve those skills, and (c) their timeline to develop those skills. Encourage respondents to focus on how they plan to acquire and improve their skills and the timeline involved.

Chapter 10 Activity Handout (one copy per participant)



IDP QUESTIONNAIRE

Name _____

1. What are your major career interests? List one to three jobs you would like to have over the course of your career.
2. Consider your future plans within the next ten to fifteen years. Identify two to five career milestones. Examples might include publishing a paper in *Science Magazine*, getting tenure, being invited to speak at an international forum, receiving funding from NSF or NIH. . . .
3. What skills will improve your chances of meeting these goals? Identify the top two or three skills you'd like to develop and refine over the next few years.
4. Again, considering your future plans over the next ten to fifteen years, what are your personal life aspirations? These could include family-related events, recreational or sports accomplishments, community service, religious activities. . . .
5. How would you prioritize each of your personal and professional goals over the next ten to fifteen years? What is the sequencing of (timeline for) achieving your professional and personal goals?