# Introduction to Assignment & Rubric:

The Personal Development Plan (PDP) assignment will prompt you to consider what you have learned in class and make a plan to help you succeed in graduate school. This assignment relates to two of our course learning objectives:

* Recognize and understand essential relationships found in graduate education
* Reflect on one’s role in the Virginia Tech community and engineering profession

This assignment will be assessed according to the following rubric. To receive full credit for this assignment, you must score "Proficient" or above in all three categories. A score of "Working Toward Proficiency" in any category will require a resubmission based on feedback from the grader.

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|  | **Working Toward Proficiency** | **Proficient** | **Beyond Expectation** |
| **Organization** | Information is not organized and/or not written in paragraph format.  One or more components are missing.  Minimum word count not met or maximum word exceeded count by an excessive amount. | Information is well organized in paragraph format.  All components are completed and submitted.  Word count fits within specified range. | Information is very well organized with well-constructed paragraphs; use of subheadings.  All components are completed and submitted.  Word count is within specified range. If maximum word count is exceeded for a prompt, there are no more than 100 extra words. |
| **Quality of Response** | Information is not on topic.  All questions and sub-questions were not answered thoughtfully. | Information clearly relates to the topic.  All questions and sub-questions are answered thoughtfully.  Responses include some general ideas/issues from class discussion and/or from outside experiences related to the topic. | Information clearly relates to the topic.  All questions and sub-questions are answered thoughtfully.  Responses demonstrate in-depth synthesis of experiences related to topic and/or connections to experiences outside of class. |
| **Sources** | Sources are quoted or referenced, but they are not cited. | References or quotes are attributed to the original source through a citation. | Citations and references are organized and cited according to APA, IEEE, or other disciplinary standards. |
| **Note**: If you refer to a source (e.g., article, website, etc.), it **must** be cited. Failure to cite your sources appropriately is a violation of the VT Graduate Honor Code. | | | |

*A note on specified word limits/counts:* The PDP is designed to be a useful tool for you. Word limits/counts are approximate and represent our estimate of how much you need to write in order to complete each prompt in a thoughtful manner. If you are unable to meet a prompt’s minimum word limit, document why that is and describe how you can/will work to fill in those blanks as you progress through your program. If you exceed a prompt’s maximum word count, that’s perfectly fine; please just do not go more than 100 words over the prompt’s specified maximum word count.

**Review the prompts below and type your responses in the yellow boxes/spaces provided.**

**A complete assignment will include 3 or 4 files that you need to upload to Canvas:**

* *This document with your responses typed in the appropriate boxes,*
* *Your completed Mentor Map Worksheet,*
* *Your Timeline or Plan of Study (****ONLY if you complete Option 2A****), and*
* *Your completed Mentor/Mentee Expectations Worksheet*.

Any file format (e.g., .docx, .xlsx, or .pdf) is ok. The submission portal on Canvas allows you to upload multiple files, **please do not upload zip files**.

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# Assignment Prompts:

## Career Goals (Relates to topics covered throughout the course)

* 1. For context, please provide the following information.

| **Degree Program:** What are you studying? What degree (MS or PhD) are you pursuing? |
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| Aerospace Engineering, MS |

| **Year:** How long have you been in your program? |
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| 2 years |

| **Estimated, Expected Graduation Date:** When do you plan to graduate? |
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| Summer 2025 |

* 1. What are your long-term (5-10 years) career goals? If you are unsure, please discuss the options you are currently considering.

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| **Please respond to 1.2 in the box below. Your response should be in paragraph format and be approximately 100-200 words.** |
| My immediate goals are to develop my technical skills as an engineer to a level where I can complete tasks independently and efficiently. I am still learning the tools and fundamentals of my field in a relevant environment and often require guidance from senior team members to complete tasks accurately. My goal is to get more experience under my belt such that I can be the one helping others and ultimately grow into a position of leadership. I think I am good at explaining complex ideas when I myself finally grasp them, and so I could become a good mentor if I get experience in applying engineering principles. |

* 1. In light of your long-term goals, what competencies should you focus on developing as a graduate student? Tips for completing 1.2:
     + You can consider the [*Researcher Development Framework*](https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-framework-rdf-vitae.pdf), which lists a variety of skills needed by researchers and professional engineers.
     + It may also be helpful to discuss this question with more advanced graduate students or faculty in your discipline.

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| **Please respond to 1.3 in the box below. Your response should be in paragraph format and be approximately 100-200 words.** |
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* 1. Considering your answers to the above question, what additional experiences (beyond coursework) will you engage in to further your development?

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| **Please respond to 1.4 in the box below. Your response should be in paragraph format and be approximately 100-200 words.** |
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## Looking Ahead (Relates to topics covered throughout the course)

Depending on where you are in your program, select one of the following two options for this section. ***You only need to complete one, either Option A or B.***

### Option A: If you are a new/junior graduate student, complete 2.1 & 2.2

* 1. Create a timeline for your time in graduate school. At a minimum, your timeline should include the following:
     + Coursework
     + Milestones (e.g., qualifier, preliminary exam, proposal, defense)
     + Other professional activities (publications, attending conferences, teaching experience, etc.)

Also, include any other activities you feel will be important for your professional development. Refer to your department’s student handbook to understand the specific requirements for your degree program.

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| **Upload your timeline as a separate document.**   * Note: The provided Engineering Education Timeline Template (see Canvas Files) is meant as an example/guide; if you have another format from your department or if you’d prefer to submit a Plan of Study, feel free to use that. |

* 1. What other commitments or obligations (family, community, teaching, religious, etc.) will you have, or anticipate having, during graduate school or your professional career? Make a list of at least three (3) other commitments and describe strategies for balancing these responsibilities.

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| **Please respond to 2.2 in the box below. Your response should be in paragraph format and be approximately 150-250 words.** |
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### Option B: If you are a senior student nearing graduation, complete 2.3 & 2.4:

* 1. How will you take what you learned in this class into your next stage of life?

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| **Please respond to 2.3 in the box below. Your response should be in paragraph format and be approximately 150-250 words.** |
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* 1. What commitments or obligations (family, community, teaching, religious, etc.) will you have, or anticipate having, during your professional career? Make a list of at least three (3) commitments and describe strategies for balancing these responsibilities.

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| **Please respond to 2.4 in the box below. Your response should be in paragraph format and be approximately 150-250 words.** |
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## Support and Wellness (Covered in Parts 2, 9, & 10)

* 1. Complete the [*M*](https://docs.google.com/document/d/1XONA0cfjfapSEq9WvDUQ0Y9iRszUuJfL/edit)*entor**Map Workshee*[*t*](https://docs.google.com/document/d/1XONA0cfjfapSEq9WvDUQ0Y9iRszUuJfL/edit) (see Canvas Files) to the best of your ability by identifying who will provide you support in different areas.

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| **Upload your Mentor Map Worksheet as a separate document.** |

* 1. Are there any lines and/or sections of the mentor map that are empty? If so, please discuss how you might identify people to fill in these areas.If not, write ‘no’ and continue to the next question.

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| **Please respond to 3.2 in the box below. Your response should be in paragraph format and be approximately 100-200 words, *unless your answer is no.*** |
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* 1. It is important to consider all aspects of your identity (and life) in creating your support network and seeking people who can support your personal well-being and professional development. Are there any aspects of your personal and/or professional life that are significant to you that are not represented on your map? If yes, how can you go about finding support in those areas? If not, write ‘no’ and continue to the next question.

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| **Please respond to 3.3 in the box below. Your response should be in paragraph format and be approximately 100-200 words, *unless your answer is no*.** |
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* 1. As it relates to wellness, what lessons from class can you implement into your life to support your physical and mental health?

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| **Please respond to 3.4 in the box below. Your response should be in paragraph format and be approximately 100-200 words.** |
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## Aligning Expectations (Covered in Part 1)

* 1. Select someone from your Mentor Map with whom you might need to align expectations; you can choose a professional mentor (e.g., advisor, peer mentor, postdoc, etc.) or a personal mentor (e.g., family member, spiritual advisor, coach, etc.)
     + Schedule a meeting to discuss your expectations with your chosen mentor
     + Prior to the meeting, prepare for the discussion by completing the *Mentor/Mentee Expectations Worksheet* (see Canvas Files). *Bring this document with you to your mentor meeting.*
     + Note: Consider referring to additional resources, such as the *Mentee Guide to Planning for First Meetings* (see Canvas Files), when planning this meeting.

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| **Upload your Mentor/Mentee Expectations Worksheet as a separate document.** |

* 1. After you meet with your mentor, reflect on the conversation you had with them and respond to the following questions:
     + How did you feel the conversation went? Please explain.
     + Were you and your mentor aligned on your expectations? Please explain.
     + Based on your conversation with your mentor, what updates would you make to your Worksheet (if any)? Please explain.
     + In your response, please specify which support area(s) of the Mentor Map this mentor occupies (e.g., Substantive Feedback, Sponsorship, Emotional Support, Professional Development, etc.)

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| **Please respond to 4.2 in the box below. Your response should be in paragraph format and be approximately 200-300 words.** |
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