

# Leveraging Caltech Teaching to Propel Your Future in Industry, Academia & More

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CENTER FOR TEACHING, LEARNING & OUTREACH

## Part 1: The Big Idea

- Make any teaching or mentoring opportunity worthwhile for your own career and personal development

## Part 2: Career Components & Teaching Experiences

- Explore what and how to develop important professional and personal skills through teaching and mentoring

## Part 3: Make a plan

- Set some career and/or personal development priorities and make a plan for achieving your goals.

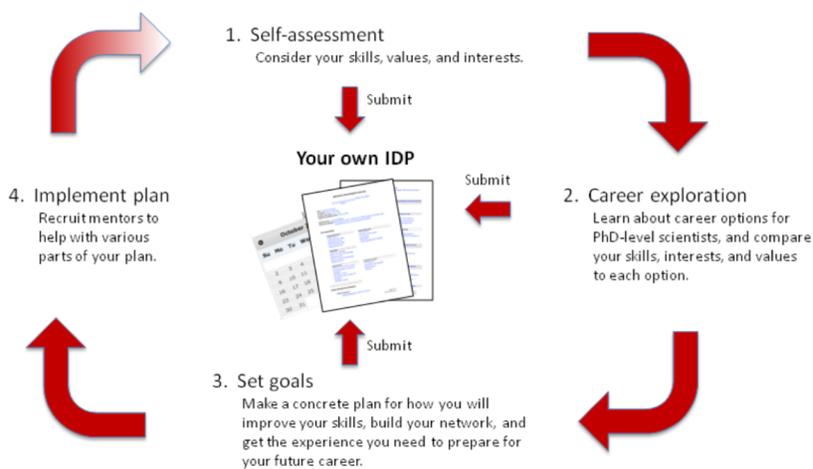
# Part 1: The Big Idea

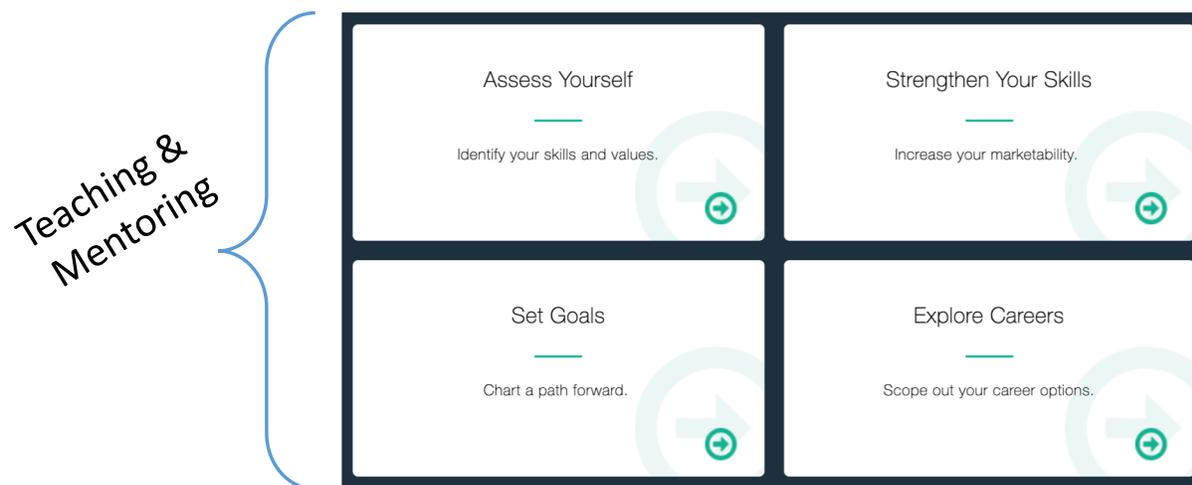
Make the most  
of every opportunity

## DAVE'S DAILY TIP

YOU MUST HAVE  
A GAME PLAN.  
IF YOU AIM AT  
NOTHING, YOU  
WILL HIT IT  
EVERY TIME.

## “Individual Development Plans”





What career/personal skills do you think are involved in teaching and mentoring?

Career/personal skills involved in teaching & mentoring:



Communication



Management



Leadership



Organization

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## Part 2: Career Components & Teaching Experiences



Communication

## Activity: In Pairs

Most lab courses require lab reports and some classes provide the opportunity to go over the lab report, what went well and where they can improve on and to ask questions about anything they don't understand. We'll do a practice: half of the group will play the role of TA and the half as the student giving back a lab report.

1. Decide your roles – One “TA”, one “Student”
2. Read your role-specific instructions (half-sheet)
3. Follow instructions and play out the scenario
4. After a couple of minutes or when you feel finished with the scenario, share what you noted with your partner.

## Debrief

What was that like for TAs? For Students?

Easy? Difficult? Awkward?

How were your perceptions similar or different?



Management



Leadership

Activity... On your own, write one boundary, expectation, or resource on each post-it. Come place it in the grid when you're ready.

	Boundary	Expectation	Resources
Professor or PI			
Admin Staff			
Fellow TAs or Lab-mates			
Students			



# Organization

Brainstorm: What does it take to effectively...

Lead a meeting

- Planning
- Time estimation/allocation
- Goal-setting
- Negotiating multiple viewpoints

Teach a recitation

- Planning
- Time estimation/allocation
- Goal-setting
- Addressing multiple learners

## Brainstorm: What does it take to effectively...

### Manage a project

- Long- and short-term planning
- Delegation
- Giving feedback
- Adapting to the unexpected

### Mentor an Undergraduate Researcher

- Long- and short-term planning
- Delegation
- Giving feedback
- Adapting to the unexpected

## Part 3: Make a plan

# Mini-IDP Worksheet

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## My Career Hope/Dream/Wish:

List one or more big-picture goals. Your hopes/dreams/wishes could be concrete (e.g., work as a \_\_\_\_ at \_\_\_\_) and/or more open-ended (have a career where I get to \_\_\_\_).

## Skills I most want to develop:

### Communication:


### Management & Leadership:


### Organization:


## As a TA or Mentor, I will...

What are some opportunities you'd like to seek out, ways you could develop and get feedback on specific skills above, or other actions that come to mind? Check off the skills above as you practice these skills in your TA or Mentor role.