General information for EE MSc mentors
Graduate School (GS)

Dr. Sonia Gomez (EE Education Policy Advisor)
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Overview

• Looking back mentors’ role and tasks: OER

• What’s new?
  − Structure in information on students choosing research groups
  − (Potential) participation in course Research set-up
What’s new?

- No big changes but focus on quality & improvements
- Structure in choices of students on time and information to research groups
  - At the beginning Q1 – Information meeting to master students
  - End Q1 (Oct. 18th)– Students make choices of projects in Marketplace
  - End Q1/start Q2 – Students fill in form with specialization & elective courses (Website)

https://studiegids.tue.nl/opleidingen/graduate-school/masters-programs/electrical-engineering/curriculum/

- OWI makes overview of students per research group and inform groups
- Students are linked to the group’s mentor
- First mentor meeting takes place
Expected distribution EE Msc students per research group (based on data 2016)

Overview distribution MSc students per research group

<table>
<thead>
<tr>
<th></th>
<th>CS</th>
<th>ECO</th>
<th>EES</th>
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Expected master students in 2017/2018: N= ~140
Mentors’ role & tasks

Your role as mentor remains the same:

- Supervises the student in: (MSc. OER 3.5. lid 2)
  - Making choices of specialized elective study components & gives advice
  - Developing rest of study program/Personal Development Plan (PDP)
  - Discussing results of Professional Skills diagnostic test(s) (Article 3.4.4) and PDP he/she has developed advice to follow PDP training
Timeline

End Q1/6 weeks from start

Selection project Marketplace

First meeting(s) organized by mentor

Between first & second quarter

Marketplace/Study program

Before meeting with student ask for Diagnostic tests

Students’ responsibility

Form + mentor advice

Mentor-student

PDP

Link mentor-student

Students plan further meetings
### Professional development & Professional skills

- Professional development (10 ECTS)

<table>
<thead>
<tr>
<th>Course name &amp; code</th>
<th>ECTS</th>
<th>Planning (Q)</th>
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<tr>
<td>5CKB0 Project management</td>
<td>2.5</td>
<td>2-4</td>
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<tr>
<td>5CKC0 Academic writing skills</td>
<td>2.5</td>
<td>1/Y1</td>
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<tr>
<td>5CKD0 Presenting scientific information &amp; Research set-up</td>
<td>2.5</td>
<td>1-3/Y2</td>
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<td>5CKE0 Cultural Integration Processes</td>
<td>2.5</td>
<td>2-4</td>
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Diagnostic tests for Professional Skills

- Broad Test on Skills (SKL00)
- Teamwork Skills (SKL10)
- Presentation Skills (SKL20)
- Academic Writing Skills (SKL30)

Own students’ responsibility
Compulsory!
OER 3.4.
Automatically registered in OWIS

https://skills-assessment.tue.nl/

✓ Diagnostic tests are input for Personal Development Plan (PDP)
✓ Own responsibility of students
Context Professional Skills in GS

• PS tailored to individual student needs & engineering profiles

• Labor market demands

• Students are in charge of own professional skills development during the master
Dear Master’s Student,
This week you have started your TU/e Master’s program. Two years from now you will move on to the next step. Today’s companies and other employers ask more and more of their future employees. Bringing your degree and knowledge to the table may not be sufficient to get the position you are dreaming of. You need to be able to present yourself and adopt an entrepreneurial attitude towards your work and your life.

Therefore, TU/e offers you TU/e SkillsLab (educationguide.tue.nl/skillslab). With TU/e SkillsLab you can take online assessments on professional skills and find content and tools to develop the skills that you need, to get the job that you want.

Every Master’s student is required to take the Broad Diagnostic Test of Professional Skills (educationguide.tue.nl/skills-assessment) in the first quartile of enrolment. This test helps you to determine your level for various professional skills. Moreover, a tool is offered that helps you create your own Personal Skills Development Plan. You will discuss this plan with your mentor.

Please go to the Broad Diagnostic Test of Professional Skills (educationguide.tue.nl/skills-assessment) and login with your TU/e account.

Have a great start of the year and good luck,

On behalf of your Graduate Program Director,
The TU/e SkillsLab team
TU/e SkillsLab

Your skills, your future.

P.S. Do you have feedback on TU/e SkillsLab or the Broad Diagnostic Test of Professional Skills? Please let us know by replying to this email.
The selection of these 13 competences has been based on a variety of input, from major employers for TU/e graduates, to the TU/e Academic Competencies and Quality Assurance or ACQA.
Your Presentation Skills level

Based on your Self Assessment your current level on Presentation Skills is: level 3

Your presentations are OK, and they are probably very typical of average presenters. The impression you leave is not good or bad. The message you want to convey is clear and structured. You probably use some examples in your presentation that relate to your audience and you rarely demonstrate your nervousness during the presentation. However, there is still room for improvement. Below you can read your score per criterion and what you can do to become a better presenter.

Your level for each sub-skill

Based on your Self Assessment your current level on

- 1. Introduction Presentation Skills is:

- 2. Preparation is: level 4

You prepare your presentation very well. Preparation is the key to a successful presentation, so keep up the good work! Preparation is the key to a successful presentation and you seem to understand that. Curious how to prepare even better, for example what presentation method to use?
7 Summary

Below you can summarize your plans, using the answers you gave above.

In the next two years, I will focus on developing [ ]

I will do this by focusing on [ ] For this, I will need: [ ]

I will arrange this in the following way:

. I will work on this at the following times:

. And I will review the situation and demonstrate that I have developed by [ ]

In order to remain motivated, I will: [ ] For this, I will ask: [ ] to help me, by [ ]
SkillsLab – online platform for skills development

Students’ own self-development responsibility ‘Student Ambassador’ + STU

https://studiegids.tue.nl/opleidingen/graduate-school/coaching-and-professional-skills/tue-diagnostic-test-of-professional-skills/
Typical questions your mentee may have

- Which professional skills are important in my desired career?
- How do I know if I’m making the right choices in putting together my study plan?
- Which courses are available to me?
- What career options do I have?
- Who do I approach to join a research group?
- I’m struggling with something. Where can I get help?
- Do my ideas for a study plan meet the quality guidelines of the university?
- How do I choose a graduation project?
- How can I combine these interesting courses in a way that fits my schedule?

Typical questions mentors may ask

- What do you think of your skills assessment results? What are your strong points, and where do you need to improve?
- Which improvement goals are most important to you right now, and why?
- Which improvement goal do you want to start on first and what’s a more advanced goal you want to work towards?
- What is the connection between the courses you want to do and the skills you want to learn?
- What do you enjoy doing?
- What parts of your field do you like best?
- What kind of support do you need right now? (Planning moments to practice, asking others for advice, recording a video to get feedback, etc.)
Adjustments in Professional skills course

• Research set-up/skills

• OC advices to offer module Research set-up/skills in Year 2/Q1

Suggestions for organization of this module:

- In form of lecture/colloquium – short presentations on:
  - How to formulate question (as preparation for research thesis)
  - Assignment: formulation of research question(s) with arguments
  - Assessment by mentor: 1 page