PPPM 663: Professional Development 2 Winter 2020
(CRN 26706) - 1 credit

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Course Description

This seminar course is the second of two courses designed to help prepare students for professional practice. The content of this course is based on recent research on professional competencies and feedback from alumni. Each week will center around a theme/topic related to inclusion and cultural agility in professional settings and feature activities, discussions, guest speakers, and content experts. Course work invites pre-professional students to practice the habits of professionals that focus on curiosity, metacognition, inclusion, and personal investment in continual learning, inquiry, and self-reflection. This approach prepares students to combine practice, reflection, and applied learning in more nimble and effective ways in professional settings.

Learning Outcomes

Many of the learning outcomes for this course are centered within the goals for the PPPM Equity Initiative. Equity and inclusion are topics that cut across issues of planning, public policy, and management. The content of this course relates to equity and inclusion as it introduces and addresses sociocultural factors influencing difference and inequity in workplace and community contexts. The course asks students to identify and articulate personal biases, assumptions, and critical perspectives through reflective, metacognitive practices and applications. It further introduces students to enacting inclusive practices around identity, difference, communication, and related professional development topics in professional workplace and community engagement settings. Upon completion of this course students will be able to:
1.   Practice habits associated with lifelong learning, professional growth, and skill development
2.   Apply professional reflective practices to a variety of classroom and work situations
3.   Identify and evaluate personal perceptions, assumptions, and biases that affect interaction and engagement with others in professional settings
4.   Create an environment for constructive discussion and debate on important issues that arise in future course and work settings.
5.   Generate an environment where colleagues feel secure expressing their views

Course Structure

This is a required course for Masters of Community & Regional Planning (MCRP) students and is open to PPPM graduate students in public administration and nonprofit management. This course builds upon a series of professional development courses in PPPM. Professional Development I (PD1) is the first course in this series. PD1 assists students in developing baseline skills in computer applications, presentations, career preparation, internship and job applications. Professional Development II assists students in developing baseline skills and quality criteria for success within professional workplace environments. In-class hands-on group workshop activities will be complemented with weekly written reflections by individual students. Students seeking the MCRP should take this course as a block of courses that includes Community Planning Workshop (PPPM 625) and Research Skills (PPPM 620). Graduate students from other degree programs are encouraged but not required to participate in this set of courses.

Professional Development II is taught in collaboration with several PPPM faculty as well as other invited UO faculty or staff and regional professional experts. Guest faculty, staff, and professionals will solely contribute their professional knowledge and expertise, not participate in the grading process. The instructor of record is responsible for reviewing and grading all assignments in this course.

*Please note that structures and scheduling within this course are subject to change based on shifting needs of this course. This term is the first time the course has been taught, and it is anticipated that some aspects of the course may need to be modified based on feedback, guest availability, or ways in which designated topics and workshops meet the goals of the course. Updates will be announced in class or posted on Canvas.

Shared Responsibilities in our Learning Community

(adapted from Batterson, 2004): Multiple interpretations and ideas from participants in this course are welcome and encouraged. All members of the learning community (i.e., our class) share the responsibilities of gathering, synthesizing, and building meaning from information.

As instructor, I am responsible to:

1. give you control over your own learning within the boundaries of the course purpose and outcomes
2. provide you with questions, examples, and themes of exploration
3. help you establish quality criteria for your work
4. provide you with quality feedback for continuing improvement
5. help you believe success is achievable
6. help you access quality resources and clarify concepts
7. demonstrate the course's value
8. guide you in completing tasks to demonstrate your achievement, and
9. affirm your achievement with you.

As a student, you are responsible for your own learning by:

1. openly sharing your work and asking for feedback
2. relating concepts and skills to real world experiences
3. gathering & synthesizing information of varying sources
4. willingly exploring ideas, questions, themes, and examples posed as well as those that you find or intrigue you individually
5. making us aware of your individual learning needs
6. being prepared and on time for all of our sessions, and
7. being present and engaged in the content and work during class sessions.

Course Assessments and Assignments

Participation and Professional Practice (40%; 4% each week; Each workshop session) PPPM offers professional research degree programs. As part of these programs, students are expected to behave in a professional manner at all times. This course expects practice in this area of professionalism. Such practice will carry over into other settings such as team course work, internship and employment positions, volunteer settings, and the like.

Faculty expect that students come to class, just as students expect faculty to be present. Workshop presenters will change weekly and include PPPM faculty and professionals from beyond the UO campus. Welcoming course guests and showing promptness, professionalism, and participation is fundamental to our shared responsibilities in this learning community. Participation in discussions and weekly activities is essential to individual learning and group processes.

Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications. Creative or hands-on work, written reflections, and other

activities are intertwined with presentation/discussion materials as key components of individual and collective learning in this course.

Weekly Reflection (40%; 4% each week; Due each Monday by Noon)
Each week, students are responsible for completing a reflection blog based on their learning from assigned readings and workshop participation on a particular theme. Details of these reflection activities will be provided in class each week. Reflection assignments assist in propelling individual investigation and application of the weekly theme and its related readings and in-class workshop experience. Assigned readings should be cited in each reflection assignment. A grading rubric for written assignments in this course is attached. You are allowed one (1) "missed" weekly reflection for any reason other than a university- excused absence before your grade is impacted. Consider these activities as an ongoing assignment throughout the term as we enact practices of self-reflection and metacognition. Each weekly reflection will have its own prompts. Potential prompts for these reflections might include:

- How does the weekly theme inform, manifest, or otherwise intersect with your own academic and expected professional trajectories, goals, or opportunities?
- What questions do you have based on a concept and/or quote from the week's reading? Contextualize your questions related to application of learning in the weekly workshop and your academic and professional interests.
- What was this week's class session about? How did the ideas of this class session relate to previous class sessions? What strategies am I using that are working well or not working well to help me learn?
- What did I hear that is in conflict with my prior understanding? How do I make sense of this conflicting understanding? What do I need to actively go and do now to get my questions answered and my confusions clarified?
- How am I applying concepts from this week's workshop and readings to my own professional or class work situation (this could include CPW, an internship, a place of professional employment)?

Cumulative Reflective Essay (20%; Due Finals Week): This essay is a self-evaluation detailing your growth and learning during the term. This discussion should reflect significance resonances, lessons, or knowledge, and skills from the work of this course. These learnings should be discussed in relationship to your professional goals, that is, your projected plans beyond graduation, and professional development plans. The essay may also consider ways in which your learning might contribute to the public sphere via community and regional planning or other professional or career settings and roles. A pre- and post- course self-assessment worksheet based on course content can assist your thinking and approach to this personalized essay. Within the essay, you should identify at least 3 areas in which you have grown in metacognitive and culturally agile knowledge or skills. You may want to return to the course learning outcomes in the syllabus and see where your personal learning and/or growth aligns. Please incorporate and show application of at least 3 assigned readings from the term**.** This essay should be 4-6 pages, double spaced, 1 inch margins, 11 or 12 point font. Include a APA style reference page. A grading rubric for written assignments in this course is attached. Students are asked to submit their essays in a discussion board on Canvas so that their conclusions can be shared with both peers and instructors associated with the course.

Grading Scale and Explanation
This course is a pass/fail class. Graduate students need to earn a B- or higher to receive a passing grade in the course.

100	A+	85-89	B+	70-74	C+	55-59	D+	<45 F

95-99 A	80-84 B	65-69 C	50-54 D
90-94 A-	75-79 B-	60-64 C-	45-49 D-

A+ signifies that the student clearly exceeds an exceptional level of achievement and complete mastery of all material. This is an exceedingly rare grade.

A signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject

A- signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.

B+ signifies an average level of achievement with adequate professional proficiency.

B signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.

B– signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.

C+ or lower signifies unacceptable work for graduate level or professionals. Significant deficiencies in assignment or knowledge.

D or lower is not a passing grade and student does not earn credit

P/NP: for a passing grade the student must achieve the equivalent of B- or better

Required Reading

There are no required textbooks for this course. Required readings will be available on the Canvas course site as files or links. All readings are required readings unless otherwise noted and should be read prior to that day's discussion/workshop. Recommended or supplemental readings will further benefit your understanding of the topics and ideas for each weekly theme. Recommended readings can be found through the UO Libraries system, online links, or through your favorite bookstore. See course schedule for a list of readings.

Classroom Environment

The classroom is a place of focused learning. While the classroom should be full of discussion and activity as part of supporting one another in our learning community, we need to assist each other mutually in our learning engagement and processes focused on course-related material. Arrive at class ready to participate. Be present. Be engaged in the room, topics, and people around you. You must confront the challenge of the course by engaging with the instructor, guest professionals, and course colleagues.

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, students should approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. It is important that we create a learning community that encourages debate and discussion while being respectful of others. As both a student and a professional you should recognize that choices of language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, political views, or other aspects of identify. Language or action that is abusive or discriminatory will not be tolerated and is against the UO Student Code of Conduct. Here are a few reminders:

- ***Turn off or silence cell phones and other electronic devices***. Electronic devices are considered a tool for the workplace and will only be used in such a manner (to refer to readings or other specific content/activities, for example). Course colleagues or the instructor may request that electronic devices are fully stowed if they become distracting to course discussion or other focused work. If you need to take an important call during class, please let us know and exit the room quietly.

- ***Extend respect to all in the classroom***: Biased, abusive, insulting language or actions will not be tolerated. We may very well discuss stereotypes and derogatory images as these are often

embedded in Eurocentric professional practices, but we will do so critically and with respect for others' questions, perspectives, and willingness to engage in these difficult subjects. Students should treat everyone in the class with the professional courtesy and respect expected in a workplace. Please refrain from having extended low-level (i.e. whispered) conversations; while it might seem "quiet", this is quite distracting to everyone else in the room.

- ***Arrange your schedules (work, family, or otherwise) such that you can avoid ongoing tardiness.*** Coming to class late is disruptive. Students should arrive on time, stay until the end of the class period, not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. If you have a special concern about your schedule, please contact the instructor and make arrangements for your particular situation. If it helps you concentrate when you bring food or beverage to class, please do so.

- ***Talk to other students and get class notes, information about upcoming assignments, etc. that you may miss.*** This is each student's responsibility. Of course, please visit office hours or make an appointment at any point in the term to discuss questions we do not get to in class, discuss other aspects of the class, or your intellectual, academic, or career pursuits in the field.

- ***Complete all communications relating to this course and all assignments for this course reflective of professional standards*** in tone, presentation, style, formatting, and spelling. PPPM uses American Psychological Association (APA) style formatting. Learn more at https://www.apastyle.org/. The Purdue University Online Writing Lab is beneficial to understanding how to write in the APA style format. See
 https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Communication
The course website is located on the University of Oregon's Canvas system (https://canvas.uoregon.edu.) Canvas is the main tool we will use to communicate about the course. The class syllabus, announcements, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. Syllabus updates will be posted to the Canvas site and revisions will be described for each revised version. All course assignments will be completed and submitted electronically.

The announcement function in Canvas will be used to communicate about the course. Please check email, messages, and the Canvas site for class updates. Also, confirm that your Canvas notification preference for communications (e-mail, text, or other format) is set to ensure your receipt of notifications. Finally, please verify that the UO Office of the Registrar has your correct information so that the system sends you the proper course information in the way you prefer.

Please note that all correspondence should have the title/subject/number code of the course in the subject listing, present your questions or comments professionally, and be signed with the name. This allows the instructor to make communications regarding courses a priority to other correspondence and to usually respond to messages within 48 hours of receipt. To communicate most effectively, please include specific questions you have about an assignment, course structure, or other topic you may want to address. Please review the Canvas site and the syllabus prior to sending a note about course logistics.

Course Policies
Missed Class Policy
Students are responsible for all content missed, including any assignments, knowledge or skills covered or

assigned in missed class(es.) Please consult with classmates for class notes. One (1) unexcused absence in this course (10% of the course) is allowed. For each unexcused absence beyond the first one, students will lose points worth one week of participation grading off their final course grade. Excused absences require official written documentation.

If you have a planned absence, please contact the instructor in advance so that we can work together around the situation. If you have an unplanned absence, contact the instructor as soon as possible to discuss the situation.

Religious Festivals
Many lunar calendar-based festivals do not appear in the standard calendar. Please let me know of any exam or assignments that overlap with religious festivals (Yom Kippur, Eid, Diwali, etc.) that are not university holidays so we can make alternative arrangements. Also, please let me know if you need]] accommodations in class/exams on a festival day (e.g., if you are fasting).

Late Assignment Policy
Students are expected to turn in all materials at the designated time. Grading for late assignments is one letter grade lower for 24-hour period they are late. Example: If you would have received a "B" on an assignment, but it was submitted 24-hours late, it will be given a "C"; if turned in two weeks late, a "D" would be assigned. Assignments submitted past the stated deadline will be graded as late.

Extensions will be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement, court subpoena) or extenuating circumstances (fire, earthquake, etc.) in advance of assignment deadlines. Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances.
Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation.

**No regular term assignments (e.g. reflection assignments) will be accepted past the Friday of Week 10. All course work must be completed and submitted by this time unless previously arranged with the instructor. It is the student's responsibility to make certain all work is completed for review.

Academic Misconduct
You are expected at all times to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: http://library.uoregon.edu/guides/plagiarism/students/index.html

How to Avoid Plagiarizing
When directly quoting another author, the writer must:
- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)]. In-text citation format varies by citation style.

- Introduce the quotation with a 'signal phrase' whenever applying APA style guidelines
- A list of references with full citation information is also required at the end of any essay submitted in this course. For more information on humanities or social sciences citation manuals see: http://libweb.uoregon.edu/guides/citing/index.html

When paraphrasing another author, the writer must:
- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.

Education Access Needs
The UO is working to create evermore inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify the instructor as soon as possible. Please contact the **Accessible Education Center, 164 Oregon Hall; 346-1155; disabsrv@uoregon.edu.** Such needs may include (not limited to) neurological, hearing, visual, or orthopedic impairment; chronic medical conditions; and psychological or learning disabilities.

UO Community of Care

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, mood changes, or struggle with relationship difficulties or diminished self-esteem. Sometimes these concerns or other challenges such as eating and/or sleeping can interfere with optimal academic performance. If the source of symptoms feel strictly related to your course work, please speak with me.
Many of these issues can be effectively addressed with a little help. The University Counseling Center (UCC) helps students cope with difficult emotions and life stressors in support of their academic success. The UCC is staffed by experienced, professional psychologists and therapists, who are attuned to the needs of college students. The services are free and confidential. Services include daily drop-in hours so you can speak to staff as soon as possible. **Find out more at counseling.uoregon.edu or calling 541-346-3227.**

As your faculty member, if I infer you need additional support, I will express my concern and the reasons for them and remind you of resources that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do—for yourself and for your loved ones.
Additional campus resources include:

After-Hours Support & Crisis Line 541-346-3227	Center for Healthy Relationships (HEDCO)
SAFE Resources	Psychology Clinic
safe.uoregon.edu or 541-346-SAFE (7233)	
Dean of Students 541-346-3216, CARE Report	UHC Psychiatry
UO Police Department 541-346-2919	Duck Nest Wellness Center in the EMU
Crisis Text Line: 'OREGON' to 741-741	

College of Design Equity and Inclusion Statement
The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are

dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Weekly Schedule

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Week #1: January 8 - Committing to the Practice of Professional Growth: The Role of Metacognition and Reflection

Guiding questions: What is reflective practice? What is lifelong learning? What does it mean to have a commitment to personal and professional growth and skill development that goes beyond one's salary level or desire for recognition or reward? How does one be humble and respect others' histories, identities, expertise while contributing to revision of methods and ideas? Look at and practice evidence-based metacognitive reflective practices. Barriers to being present and in the room/space/activity?

Workshop lead: Julie Voelker-Morris

Session Goals: Introduce the importance and value of metacognitive practices, reflection, and lifelong learning and skill development based on Schon & Argyris. Practice introductory reflective methods and identify individualized learning outcomes.

Workshop: Building a community of practice for the class. Practice evidence-based metacognitive reflective practices. Begin process of identifying individualized learning goals for the term.Discuss importance of lifelong learning reflective practice in diverse workplace settings based on readings and case studies.

Recommended Readings:

Ghaye, T. (2011). Being a reflective practitioner. *Teaching and learning through reflective practice: A practical guide for positive action* (pp. 21-35). London, England: Routledge.

 Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books

Assignments:

A) Finalize your individualized learning outcomes for the term based on in-class work, syllabus overview, and personal professional goals. **Due:** No later than Tuesday, January 14, Noon. Post in Canvas.

B) Read the articles by Duhigg and Edmondson, A., & Roloff, K.as listed under "Week #2: January 15 – What is Psychological Safety?" by class time on Wed. January 15. Be prepared to discuss and apply concepts.

Week #2: January 15 – What is Psychological Safety?

Guiding questions: What is psychological safety? What does it take to build it in the workforce? How does diversity impact psychological safety? How do we practice trust building for success in a diverse workplace? How does psychological safety transfer to public spaces?

Workshop lead: José Melendez

Session Goals: Introduce concepts of psychological safety in the workplace and how to identify and practice strategies on how we can go about building it. Compare and contrast how psychological safety may mean different things for different individuals from diverse backgrounds and how this may impact risk taking in the workplace. **Psychological safety to be oneself in team environment and limits collective intelligence of the team and individual success.**

Workshop focus: We will engage in a socratic discussion re-constructing the knowledge in the readings. We will use the reflection papers as point of departures for deeper reflection and finally practice analyzing public meeting interactions and power structures.

Readings:

Duhigg, C. (2016). What Google learned from its quest to build the perfect team. *The New York Times*. Retrieved from https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?smid=pl-share (Links to an external site.).

Edmondson, A., & Roloff, K. (2009). Leveraging diversity through psychological safety. *Rotman Magazine*, 47–51. Retrieved from https://scholar.harvard.edu/files/afriberg/files/leveraging_diversity_through_psychological_safety_hbs_article .pdf

Supplemental Readings:

Meyer, E. (2014). Introduction: Navigating cultural differences and the wisdom of Mrs. Chen. In *The culture map: Breaking through the invisible boundaries of global business* (pp. 1-28). New York, NY: Public Affairs.

Assignments:

A) For your reflection this week, write a half a page on a situation in which you did not feel psychological safe to participate to your best potential. Why was this the case? What about you, others, and the environment make it difficult?

For the second half of the page, I would like you to write down a topic of conversation which you typically find difficult to engage in? Why is that? What about you, others, and maybe the environment make it difficult? What would be some necessary indicators that would alleviate your hesitancy to engage in this difficult conversation?

Due: No later than Tuesday, Jan. 21, Noon

B) Everyone read Banaji, M. R. & Greenwald, A. G. Individually read the case study you are assigned in class. Readings are listed in the next section, "Week #3: January 22 - Blindspots/ Implicit Bias." Read and be ready for discussion by class time on January 22.

Week #3: January 22 - Blindspots/Implicit Bias

Guiding questions: How do we know what we don't know? How do we identify blindspots and weaknesses in our own thinking, perceptions, awareness? How do we examine the privileges we have and don't have? How do we remove blinders or use metaphorical mirrors to help us see and navigate better?

Workshop lead: John Arroyo

Session Goals: Improve practices of identifying, examining, and addressing implicit weaknesses in thinking, perception, and awareness. **Recognize we have biases and how to recognize then in the workplace.**

Workshop: Practice identifying personal blindspots through exploration of Project Implicit assignment (IAT tests). Identifying methods of countering implicit bias and blindspots in professional settings. Report on and discuss assigned reading including case study examples.

Required Reading for everyone:

Banaji, M. R. & Greenwald, A. G. (2016). Appendix 2: Race, Disadvantage, and Discrimination. In *Blindspot: Hidden Biases of Good People* (pp. 189-209). New York, NY: Delacorte Press.

You will also be assigned one (1) of the following to report on and share in class (See Canvas):

Guo, P. (2014, January 15). Silent technical privilege. *Slate.* Retrieved from https://slate.com/technology/2014/01/programmer-privilege-as-an-asian-male-computer-science-major-everyone-gave-me-the-benefit-of-the-doubt.html (Links to an external site.)

Shearmur, R. (2019, December 2). Why we should stop conflating cities with innovation and creativity. CityLab. Retrieved from: https://www.citylab.com/perspective/2019/12/smart-city-innovation-clusters-rural-creativity-research/602626/ (Links to an external site.)

Miller, C. C. (2015, Feb. 6). How elementary school teachers' biases can discourage girls from math and science. *The New York Times*. Retrieved from https://www.nytimes.com/2015/02/07/upshot/how-elementary-school-teachers-biases-can-discourage-girls-from-math-and-science.html (Links to an external site.)

H. (2014, June 11). (The Right Sort of) Help Wanted. *The Economist*. Retrieved from https://www.economist.com/free-exchange/2014/06/11/the-right-sort-of-help-wanted (Links to an external site.)

Rosenberg, P. (2020, Jan. 5). Not fake news: Major study finds no "liberal bias" in media — but there are other problems. *Salon.* Retrieved from https://www.salon.com/2020/01/05/not-fake-news-major-study-finds-no-liberal-bias-in-media-but-there-are-other-problems/ (Links to an external site.)

Supplemental Readings:

Eberhardt, Jennifer L. (2019). Chapter 2: Nurturing Bias. In *Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do* (pp. 23-43). New York, NY: Viking.

Vedantam, Shankar. (2005). The Bias Test: You may be more prejudiced than you think. *The Washington Post Magazine.* (pp 12-17, 38-43).

You can learn more about Implicit Bias at https://inclusion.uoregon.edu/implicitbiasLinks to an external site..

Assignments:

A) Write your reflection this week on the following threequestions: a) What strengths do you bring to your planned profession (as planner, manager, data analyst, etc.)? Think about skills as well as special commitments or values you hold. b) What special challenges (i.e. blindspots, implicit bias) can you identify for yourself as a practitioner, whether based on personality (emotional make-up and "inner resources"), educational and work background so far, the nature of the contexts in which you expect to work, or other factors? D) How might you plan to overcome your biases, blindspots, or other challenges? **Due:** No later than Tuesday, Jan. 28, Noon.

B) Read Hargi & Dickson as noted in "Week #4: January 29 - Effective and Engaged Communication." Complete the readings by class time on January 29. Be prepared to discuss and apply concepts.

Week #4: January 29 - What are my rights on the job?

Guiding questions might include: What are my legal rights? How do I negotiate changes in my contract or handle harassment or discrimination? How do I know what is covered under laws such as Title IX or related to healthcare? What does it mean to be in a union? When should I stay in a professional setting and work out legal issues? When should I leave?

Workshop lead: Gordon Lafer, Faculty from UO Labor Education Resource Center

Session Goals: Increase knowledge about legal rights in workplace settings

Workshop: Workshop to support understanding legal rights in the workplace. May include understanding of how to examine case law, contracts, other legal situations or practice reading and interpreting documents. Final version of the workshop TBD.

Readings:

TBD

Where to find pertinent labor laws:

United States Department of Labor. Affirmative Action Laws. Retrieved from https://www.dol.gov/general/topic/hiring/affirmativeact (Links to an external site.)
United States Department of Labor. Affordable Care Act. Retrieved from https://www.dol.gov/sites/default/files/ebsa/laws-and-regulations/laws/affordable-care-act/for-employers-and-advisers/patient-protection-and-affordable-care-act.pdf (Links to an external site.)
United States Department of Labor. Title IX, Education Amendments of 1972. Retrieved from https://www.dol.gov/oasam/regs/statutes/titleix.htm (Links to an external site.)
 United States Equal Opportunity Employment Commission. Discrimination by Type. Retrieved from https://www.eeoc.gov/laws/types/index.cfm (Links to an external site.). Each Type has an individual link:

- Age (Links to an external site.)
- Disability (Links to an external site.)
- Equal Pay/Compensation (Links to an external site.)
- Genetic Information (Links to an external site.)

- [Harassment](#) (Links to an external site.)
- [National Origin](#) (Links to an external site.)
- [Pregnancy](#) (Links to an external site.)
- [Race/Color](#) (Links to an external site.)
- [Religion](#) (Links to an external site.)
- [Retaliation](#) (Links to an external site.)
- [Sex](#) (Links to an external site.)
- [Sexual Harassment](#) (Links to an external site.)

United States National Labor Relations Board. National Labor Relations Act. 29 U.S.C. §§ 151-169. Retrieved from https[://www.nlrb.gov/how-we-work/national-labor-relations-act](#) (Links to an external site.)

Assignments:

A) Write a ½-1 page reflection about what you learned regarding labor laws and how this information will assist decisions you make in your professional career. **Due:** No later than Tuesday, Feb. 4, Noon.

B) Reading from Stone, Patton & Heen. Please complete the reading and be prepared to discuss and apply by class time on February 5.

C) Complete the *Conflict styles assessment from* U.S. Institute of Peace. (2019) available at https://www.usip.org/public-education/students/conflict-styles-assessment. Please complete the survey and be prepared to discuss and apply by class time on February 5.

D) Once you have completed the *Conflict styles assessment,* please complete Conflict Engagement Worksheet based on what you learned from your conflict styles assessment. Apply the worksheet to a real-world conflict in which you have or are currently engaged. Please complete the worksheet and be prepared to discuss and apply by class time on February 5.

Week #5: February 5 - Managing Conflict or Challenging Situations

Guiding questions: How can we engage in challenging conversations with candor and care? How can fear and feelings be successfully managed in situations of conflict? What are means of exiting gracefully from bad situations?

Workshop lead: UO Conflict Resolution Program Director John Inglish

Session Goals: Build upon knowledge and skills to address critical, conflicting, or crucial situations and their related emotions, communications, and problem-solving opportunities in the workplace.

Workshop: Practice addressing case study examples of situational challenges encountered by alumni and/or those found in current news articles and/or assigned readings.

Required Readings:

U.S. Institute of Peace. (2019). *Conflict styles assessment.* https://www.usip.org/public-education/students/conflict-styles-assessment

Excerpt from Stone, Patton, & Heen (1999). *Difficult conversations: How to discuss what matters most.* New York, NY: Penguin Books (pp. xv-20).

Recommended Readings:

LeBaron, M. & Pillay, V. (2006). Crossing boundaries. Conflict, culture and images of change. In *Conflict across cultures: A unique experience of bridging differences* (pp. 1-24). Boston, MA: Intercultural Press.

Schein, E. (2013) *Humble inquiry: The gentle art of asking instead of telling.* San Francisco, CA: Berrett-Koehler Publishers, Inc.

Assignment: Write this week's reflection using either your current CPW course work, internship, employment, or another current course/activity *requiring group work* as fodder for this reflection. Reflect on challenges or conflicts that may be occurring in your group. Consider questions such as,

- How are conflicts or challenges manifested?
- What are you contributing to the conflict or challenge? What do you identify others contributing?
- What could be improved?
- What/How are you contributing to limit or improve the conflict or challenge? In what ways are others in the group contributing to limit or improve the conflict or challenge?
- What are ways improvement suggestions could be successfully communicated?

Due: No later than Tuesday, Feb. 11, Noon

Week #6: February 12 - Personal Effectiveness/Influence/initiative

Guiding questions: How does one motivate oneself and others? How do you deal with failure? How do you navigate social styles, working styles, leadership styles, and the art of managing up? How do you remain resilient in the face of adversity? What are the small changes you can make as a manager or an employee to make improvements at multiple levels? How do you perform better, stay at and improve yourself and the agency, and improve it?

Workshop lead: Julie Voelker-Morris. Invited Guests: PPPM alumni including Maddie Phillips(Creswell), Andrew Martin (LTD), and Dana Nichols (OCWCOG) + written reflections from Nick Meltzer (OCWCOG)

Session Goals: Identify strengths and challenges in personal effectiveness and influence.

Workshop: Panel featuring alumni stories of personal effectiveness, influence, and change making.

Recommended Readings:

Achor, S. (2018). Expand your power: Leading from every seat. In *Big potential: How transforming the pursuit of success raises our achievement, happiness, and well-being* (pp. 87-114). New York, NY: Current.

Ghaye, T. (2011). A strengths-based reflective practice. *Teaching and learning through reflective practice: A practical guide for positive action* (pp. 66-89). London: Routledge.

Wiseman, L. (2011, Winter). Intelligence multipliers: How smart leaders double the power of their workforce for free. *Leader to Leader, 2011*(59), 52-58.

Assignments:

A) Write your approximately 1-page reflection this week on the following two questions: a) What strengths around effectiveness, initiative taking, or influence in decision-making or other areas do you bring to your planned profession (as planner, manager, data analyst, etc.)? Think about skills as well as special commitments or values you hold. b) What special challenges, if any, can you identify for yourself as a practitioner, whether based on personality (emotional make-up and "inner resources"), educational and work background so far, communication, biases, or blindspots as previously discussed, or other aspects of the nature of the contexts in which you expect to work, or other factors?

Due: No later than Tuesday, Feb. 18, Noon

B) Read articles by Levy and High. Be prepared to discuss and apply during class on February 19.

Week #7: February 19 - Intersectionality and the Workplace

Guiding questions: In what ways can we identify our own positionality of privilege and oppression? How do we provide access and equitable opportunities for those are less privileged, marginalized, or oppressed? How do we act beyond stereotypes, fear, empathy, or judgment?

Workshop leads: Gerardo Sandoval & Francis Pastorelle

Session Goals: Examine structural issues and histories of inequalities in the workplace, identify intersectional positionality for individual students in the course, and provide a set of workplace-based actions and tools to work toward agency, advocacy, and support for self and others.

Workshop: Dialogue around histories of structural inequality. Practice applying intersectionality tool from Loden and Associates.

Required Reading:

Levy, A. (2018, Sept. 30). The Effect of Intersectionality in the Workplace. *New York Times*. Retrieved from https://www.nytimes.com/2018/09/30/us/the-effect-of-intersectionality-in-the-workplace.html (Links to an external site.)

Why Your Business Needs an Intersectional Approach to Discrimination. High Speed Training. Retrieved from https://www.highspeedtraining.co.uk/hub/workplace-intersectionality/ (Links to an external site.)

Recommended Readings:

"Patricia Hill Collins: Intersecting Oppressions." Retrieved from http://www.uk.sagepub.com/upm-data/13299_Chapter_16_Web_Byte_Patricia_Hill_Collins.pdf (Links to an external site.)

Crenshaw, K. (1995). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In *After identity: A reader in law and culture* (pp. 332-354), (D. Danielsen & K. Engle, Eds.). London,

England: Routledge.Retrieved from https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf (Links to an external site.)

Johnson, A. G. (2006). Privilege, oppression, and difference. In *Privilege, power, and difference* (2nd ed.) (pp. 12-40). Boston, MA: McGraw-Hill.

Lipsitz, George. (2006). Law and order: Civil rights laws and white privilege. *The possessive investment in Whiteness: How White people profit from identity politics* (pp. 24-54). Philadelphia, PA: Temple University Press.

Assignments:

A) Reflection Activity TBD. **Due:** No later than Tuesday, Feb. 25, Noon

B) Readings TBD. Complete readings prior to class on February 26. Be ready to discuss and apply.

Week #8: February 26 - Effective and Engaged Communication

Guiding questions: What are research-led successful interpersonal communication practices? How do we enact active listening, even when we don't want to? How can we identify and improve group communication patterns?

Workshop lead: Rich Margerum

Session Goals: Improve interpersonal communication skills (particularly in group settings) to become a better communicator and more skilled active listener

Discount selves even if helps solve the problem. Other strategies for getting engagement since not everyone contributes in a facilitated group process. Connects to focus group discussion in Research Methods.

Workshop: Practice active listening exercises (group strategies) incorporating diverse perspectives.

Required Reading:

Hargie, O. & Dickson, D. (2004). Listening. In *Skilled interpersonal communication: Research, theory and practice* (pp. 169-195). New York, NY: Routledge.

Supplemental Readings:

De Vries, N. K., & De Dreu, C. K. W. (2001). Group consensus and minority influence: Introduction and overview. In *Group Consensus and Minority Influence* (pp. 1-14), N. K. De Vries & C. K. W. De Dreu (Eds.). Oxford, England: Blackwell Publishers.

Schwartz (2002) Chapter 1: The Skilled Facilitator Approach. In *The Skilled Facilitator*. San Francisco: Jossey-Bass.

Assignments:

A) Write this week's reflection using either your current CPW course work, internship, employment, or another current course/activity *requiring group work* as fodder for this reflection.

Identify and Reflect on:

- The modes in which you are individually communicating your ideas to the identified group (e.g. verbal, email, MS Teams, text, other)

- The general tone of your communications (e.g. upbeat, persuasive, negative, nagging)

- Your specific contributions toward specific project outcomes for the team(e.g. the work you have contributed)

- How are you enacting and communicating these contributions (e.g. doing the work on your own until it's done, checking in by text with updates every 20 minutes).

Due: No later than Tuesday, March 3, Noon

B) Read article by Mason as listed in "Week #9: March 4 - Company Culture/Fit." Be prepared to discuss and apply by class time on March 4.

Week #9: March 4 - Company Culture/Fit

Guiding questions: How do I think about myself as a professional? What are practices that organizations engage into influence their field and engage in habits of diversity, equity, and inclusion (DEI)? How do I know if an organization has their own DEI house in order or understand my role as a potential change agent in my organization? What does the change management literature say? How can I lead by example rather than just calling truth to power? How do I find leaders/organizations that reflect my values? How might I stick with an employer to figure out rules & regulations and culture and then, when I am more fully embedded, how can I work to help enact change?

Workshop lead: Dyana Mason

Session Goals: Increase understanding regarding how to sense company/agency culture in the hiring process. Case studies will be utilized for discussion and developing potential resolutions practice.

Workshop: Examine inequitable and equitable hiring and workforce situations from case studies in current news and/or Dr. Mason's latest research.

Required Reading:

Mason, D. (In press). Working title: Best practices associated with equity in the workplace.

Recommended Readings:

Kaplan, M. & Donovan, M. (2013). Inclusion dividend: Why investing in diversity & inclusion pays off.

Markman, A. (2018, Nov. 5). What your new boss is revealing about company culture during your negotiation. Retrieved from https://www.fastcompany.com/90256160/what-your-new-boss-is-revealing-about-company-culture-during-your-negotiation (Links to an external site.)

Assignment: This week's reflection should describe the company/agency culture which you are seeking. Incorporate today's discussion and readings as usual. Especially consider questions from the

workshop/readings such as: How can I lead by example rather than just calling truth to power? How do I find leaders/organizations that reflect my values? How might I stick with an employer to figure out rules & regulations and culture and then - when I am more fully embedded - help enact change?

Include at least three questions you might ask as part of a hiring process in order to understand and identify aspects of a company's culture and its fit with your workplace preferences. **Due:** No later than Tuesday, March 10, Noon

Week #10: March 11 -- Tying it all Together/Moving Forward through Continuing Practice

Guiding questions: How does all prior work in this course fit into on the job internships, professional development, and employment for me? How do I continue to grow and development my professional skills, knowledge, habits, and network of supporters? How do I find mentors? How do I advocate (awards, scholarships, promotion, salary) for myself in ways that are also part of lifelong learning?

Workshop lead: Julie Voelker-Morris

Session Goals: Students walk away with the start toward a professional priorities and mentoring plan in hand.

Workshop: Mapping your priorities, connections, and scheduling for building and sustaining professional development, mentoring, and supportive circle practices.

Recommended Readings:

Achor, S. (2018). Surround yourself with positive influencers: Creating star systems. *In Big potential: How transforming the pursuit of success raises our achievement, happiness, and well-being* (pp. 59-86). New York, NY: Current.

Guillebeau, C. (2016). DIY rock star: Recruit a small army of fans and supporters. In *Born for this: How to find the work you were meant to do* (pp. 243-262). New York, NY: Crown Business.

Assignment: Finalize your professional development and mentoring plan begun in today's class. **Due:** No later than Thursday, March 19, 2:45pm.

Finals Week

Cumulative Reflective Essay due by 2:45pm on Thursday, March 19 per the UO Final Exam schedule. No final exam will be held in this course.