

## School of Planning, Public Policy and Management



# PPPM 623 — PROFESSIONAL DEVELOPMENT

CRN 15264 (Tuesdays 8:00-9:20 am) and 15265 (Thursdays, 8:00-9:20 am)

This course begins during Orientation Week for PPPM Graduate Students, Sept. 21-24, 2021.

**\*\*Classrooms:** Please carefully read the schedule at the end of the syllabus. Course meeting locations consistently change based on course content.

### CLASS SYLLABUS – FALL 2021

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Instructors:	Bob Choquette	Julie Voelker-Morris
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Phone:	541.346.3851	541.346.2179
Office Hours:	UH 12-2, or by appointment	Schedule an appointment: <a href="https://uo.campus.eab.com/pal/kPZ5JwUGTa">https://uo.campus.eab.com/pal/kPZ5JwUGTa</a>
Office Location:	106 Hendricks	Drop by: 121A Hendricks

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### ***Course Description***

Students enter the MCRP, MPA, and MNM programs from a variety of disciplines, backgrounds, and experiences. This diversity creates a rich educational experience for faculty and students. It also means that students begin their graduate studies with differing levels of skills and knowledge of the fundamental tools needed to be successful in graduate school and in the professional world.

This class was created to achieve two goals:

1. To provide incoming students with a common set of professional skills and resources needed to be successful in the program and beyond; and
2. To serve as a connection among the core classes offered during fall term.

The learning objectives have been developed by faculty based on their experience working with incoming students and are arranged so that knowledge gained in this class can be used to complete assignments from the other fall term classes, prepare students for academic and career development, and successfully compete for GEs and internships.

### ***Learning Outcomes***

Upon successful completion of this course, students will be able to:

- Create professional documents using Microsoft Word
- Organize and analyze data using Microsoft Excel
- Prepare for an academic and career trajectory by developing a Professional Development Plan

- Prepare for internships and jobs by writing effective resumes and exploring cover letters
- Increase networking and interviewing skills by developing public image interfaces and professional contacts
- Create engaging and informative presentations using Microsoft PowerPoint
- Improve public speaking and presentation skills by giving two presentations to the class

### **Accessible Education**

The University of Oregon is working to create inclusive learning environments. Please notify us if there are aspects of our instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Course Texts**

**Required:** none.

**Recommended:**

Brown, G. D. & Sinclair, D. L. (2020). *Black woman in green: Gloria Brown and the unmarked trail to forest service leadership*. Corvallis, OR: OSU Press.

Burnett, B. & Evans, D. (2017). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Alfred A. Knopf.

Ng, G. (2021). *The Unspoken Rules: Secrets to Starting Your Career Off Right*. Boston, MA: Harvard Business Publishing.

Additional articles may be available via our Canvas course site and/or online links shared in class.

### **Requirements**

The final grade will be determined by successful completion of class requirements as indicated below. Further guidelines for all requirements will be provided in class.

### **Grading**

This class is offered pass/no pass (P/NP). No letter grades will be assigned. Your P/NP grade will be determined based on the following:

Attendance and participation	20%
Assignment 1: Required 1-on-1 meeting with Julie	15%
Assignment 2: Professional Development Plan	15%
Assignments 3 & 4: Student presentations (2)	40% (20% each)
Assignment 5: Revised Resume	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

### **Assignments**

### *Attendance and Participation*

Your academic schedule is part of your professional schedule. We expect you to come to class just as you expect us to be prepared for class sessions or as you would be expected in the workplace. Should you not be able to make it to a class meeting, please let Bob or Julie know in advance. Julie and Bob are mindful of the many impacts that are affecting all of us: unfolding events related to COVID-19, West Coast wildfires, Black Lives Matter and other anti-racism efforts, among many other local, national, and global issues. Please track all Canvas announcements for updates regarding any changes to our course due to any university-led modifications in how we teach, learn, and work.

Note: If you are sick, stay home. This is more important than ever given that we are living through pandemic times. Though attendance and participation account for 20 percent of students' grades, we can discuss any necessary make-up activities (used up to five times) by any student for any reason. Please reach out to Bob and Julie so we can work together to help you succeed in this course. Dependent upon classroom technology support, we may be able to have you join the class via Zoom if you are well enough. Do note that such occasions will likely be predominantly focused and presented for those in the in-person classroom rather than through a hyflex model that faculty and students found extremely challenging last academic year. Barring a specific need for adjustment, graded work is always due in this course on the date shown in the syllabus.

### *Assignment 1 – Professional Development Plan DRAFT + Resume DRAFT + 1-on-1 with Julie*

To pass PPPM 623, you are required to complete at least one (1) 1-on-1 meeting with Julie during the term. This is a professional career consultation session. Come prepared. Please bring a copy of your current resume and your Professional Development Plan. Use the links in Assignments 2 & 5 (below) to help you prepare these documents.

At this meeting, we will discuss your individual professional and career goals as well as overview the current iterations of your PPPM professional development plan and current resume. Bring questions you have about internships, career planning, professional development.

- **Sign up for your 1:1** with Julie via this link: 1:1s are generally scheduled for Tuesday/ Thursday mornings. Alternate appointment times can be scheduled by emailing Julie directly at [jvoelker@uoregon.edu](mailto:jvoelker@uoregon.edu).

### *Assignment 2 – Professional Development Plan*

Submit your professional development plan via Canvas during week 5. Your Professional Development Plan will assist you in talking with your academic, career, and internship advisors regarding course selections, fellowships, internship and job opportunities.

- Access the **Professional Development Plan**: outline: See PDF and DOC versions at the bottom of this page, <https://blogs.uoregon.edu/pppm/resources/internship-resources/job-application-skills/>

### *Assignment 3 – Student Presentation I*

Prepare a 3-4 minute presentation on a gripe – something that really bothers you that your audience needs to know about. Your presentation should contain three or more PowerPoint slides. At least one of

the slides should present data that supports your position. You will make your presentation in week 4.

#### *Assignment 4– Student Presentation II*

You will prepare a second 3-4 minute presentation on a more data-focused topic to present in class in week 8. This second presentation will to give you a chance to incorporate the feedback you received from your first presentation to become a better presenter in the areas you identified for improvement.

#### *Assignment 5 – Revised Resume*

Submit a hard copy of your updated resume via Canvas by the end of week 8. Use the resume template linked below. This resume version has been extremely helpful to students and alumni when applying for internships, fellowships, and jobs.

- Access the **PPPM Resume Template**: <http://pppm.uoregon.edu/internship-job-resources> (go to the middle of the page)

#### ***Discussion and Engagement Guidelines for Participation***

**Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment as within any classroom setting. This entails preparing, following guidelines, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

**Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name and use a subject line in email and related communications that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas. When addressing other students or discussing their ideas, use their names and pronouns. Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be appropriate for an academic context and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.

**Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?). Practice building professional work practices now so that you are prepared for future internships, research projects, client-based work, and employment opportunities.

**Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community as the term unfolds.

**Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning (including your instructors!) and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better – and learn together.

### ***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 instructors, we are 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; 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 and 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.

### ***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 instructors and/or department head.

### ***Diversity***

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify us if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall or 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Response Team: 164 Oregon Hall or [brt@uoregon.edu](mailto:brt@uoregon.edu) or <http://bias.uoregon.edu>

### ***Center for Multicultural Academic Excellence***

The CMAE is a place where students are empowered, engaged, and nurtured for success. Our vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email [cmae@uoregon.edu](mailto:cmae@uoregon.edu), or visit Suite 164 and 165 in Oregon Hall.

### ***Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment***

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541-346-3123 or <http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541-346-SAFE, UO's 24-hour hotline, or visit the SAFE website, [safe.uoregon.edu](http://safe.uoregon.edu). The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

### ***UO Community of Care***

Life at college can get very complicated. Students sometimes feel overwhelmed or lost, experience anxiety or depression, mood changes, or struggle with relationship difficulties. 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 us. Many of these issues can be effectively addressed with a little help. Additionally, 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](http://counseling.uoregon.edu) or by calling 541-346-3227 (includes after-hours support and crisis line).**

As your faculty members, if we infer you need additional support, we will express our concern and the reasons for them and remind you of resources that might be helpful to you. It is not our intention to know the details of what might be bothering you, but simply to let you know we are 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:

- Duck Nest Wellness Center in the EMU
- UO Police Department 541-346-2919
- Crisis Text Line: 'OREGON' to 741-741

### ***Incomplete Policy***

Students are expected to behave in a professional manner and to turn in all materials at the designated time, providing for accommodations as noted throughout this syllabus. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

### ***Academic Honesty***

*“Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced”* (Learn more at the UO Student Life Student Conduct Code webpage, <http://conduct.uoregon.edu>).

You are expected at all times to do your own work. Copying content from other students or other sources and submitting it as your own work is grounds for failing the class. 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). If there is any question about whether or not an act constitutes violation of academic honesty, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.

The bottom line is this: don't cheat. Doing so puts both student and instructor in uncomfortable positions and getting caught has serious consequences for your career as a student. If you feel undue pressure from the workload in this class, come talk to us.

## Schedule

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
0	Tu	September 21	9:30 am - 11:50 am 1:00 pm - 3:20 pm	Follow schedule for your cohort as distributed at the retreat			
	WE	September 22	9:30 am - 11:50 am 1:00 pm - 3:20 pm	Follow schedule for your cohort as distributed at the retreat			
	TH	September 23	9:30 am - 11:50 am 1:00 pm - 3:20 pm	Follow schedule for your cohort as distributed at the retreat			
	FR	September 24	9:30 am - 11:50 am 2:30 pm – 4:50 pm	Follow schedule for your cohort as distributed at the retreat			
1	TU	September 28	8:00 am – 9:20 am 8am; 9am; 10am; 11am	Bob Julie	442 McKenzie Virtual/121A Hendricks	Microsoft Excel II Scheduled 1-on-1 meetings	
	TH	September 30	8:00 am – 9:20 am 8am; 9am; 10am	Bob Julie	442 McKenzie Virtual/121A Hendricks	Microsoft Excel II Scheduled 1-on-1 meetings	
2	TU	October 5	8:00 am – 9:20 am 8am; 9am; 10am; 11am	Bob Julie	442 McKenzie Virtual/121A Hendricks	Microsoft Word II Scheduled 1-on-1 meetings	
	TH	October 7	8:00 am – 9:20 am	Bob	442 McKenzie	Microsoft Word II Scheduled 1-on-1 meetings	
3	TU	October 12	8:00 am – 9:20 am 8am; 9am	Bob Julie	442 McKenzie Virtual/121A Hendricks	Effective Presentations Scheduled 1-on-1 meetings	
	TH	October 14	8:00 am – 9:20 am 8am; 9am; 10am	Bob Julie	442 McKenzie Virtual/121A Hendricks	Effective Presentations Scheduled 1-on-1 meetings	



WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
4	TU	October 19	8:00 am – 9:20 am	Bob	442 McKenzie 175 Lillis	Presentation I	Student presentations in class
			8am; 9am; 10am	Julie	Virtual/121A Hendricks	Scheduled 1-on-1 meetings	
	TH	October 21	8:00 am – 9:20 am	Bob	442 McKenzie 445 McKenzie	Presentation I	Student presentations in class
			8am; 9am; 10am; 11am	Julie	Virtual/121A Hendricks	Scheduled 1-on-1 meetings	
5	TU	October 26	8:00 am – 9:20 am	Julie	175 Lillis	Your Public Image + PD Plan	Due: Professional Development Plan by 5pm Friday, Oct. 29
			10am; 11am	Julie	Virtual/121A Hendricks	Work Session/Open Q&A Scheduled 1-on-1 meetings	
	TH	October 28	8:00 am – 9:20 am	Julie	175 Lillis	Your Public Image + PD	
			10am; 11am	Julie	Virtual/121A Hendricks	Plan Work Session/Open Q&A Scheduled 1-on-1 meetings	
6	TU	November 2	8:00 am – 9:20 am	Julie / Bob	Zoom	Virtual networking	Scheduled 1-on-1 meetings
			10am; 11am	Julie	Virtual/121A Hendricks	Scheduled 1-on-1 meetings	
	TH	November 4	8:00 am – 9:20 am	Julie / Bob	Zoom	Event: PPM Networking Coffee	
			10am; 11am	Julie	Virtual/121A Hendricks	Scheduled 1-on-1 meetings	
7	TU	November 9	8:00 am – 9:20 am		175 Lillis	CliftonStrengths discussion	
	TH	November 11	<b>NO CLASS – VETERAN'S DAY</b>				
8	TU	November 16	8:00 am – 9:20 am	Bob	442 McKenzie 175 Lillis	Presentation II	Student presentations in class
			8am; 9am; 10am	Julie	Virtual/121A Hendricks	Scheduled 1-on-1 meetings	

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
	TH	November 18	8:00 am – 9:20 am	Bob	442 McKenzie 175 Lillis	Presentation II	Student presentations in class
			8am; 9am; 10am; 11am	Julie	Virtual/121A Hendricks	Scheduled 1-on-1 meetings	Due: Updated Resume based on PPM template by 5pm Friday, Nov. 19