

**UNIVERSITY OF OREGON SCHOOL OF LAW
CONFLICT AND DISPUTE RESOLUTION MASTER'S PROGRAM**

**CRES 633: PROFESSIONAL DEVELOPMENT SEMINAR
[Fall 2020]**

Class Meetings: Tuesdays 10:15 a.m. – 11:45 a.m.

Location: Remote via *Zoom*

Instructor: John English, CRES Program Director

Office Hours

Standing: Tuesdays, 8:30 am-9:45 am; **OR**

Weekdays 9:00 am – 12:00 pm as available by appointment:

<https://go.oncehub.com/JohnEnglishBookingPage>

Phone: John (541) 346-3042

E-mail: jenglish@uoregon.edu

Course website: <https://canvas.uoregon.edu>

COURSE DESCRIPTION

This course provides incoming students with tools to be successful in the CRES graduate program and in the professional world. The course will provide students with specific skills to explore and apply for internships and jobs including: researching career fields and opportunities; learning from professionals; writing professional resumes, cover letters and other documents; and interviewing. The course will also educate students about the processes and opportunities involved in successfully completing the CRES program. Due to social distancing protocols currently in place, this course will be offered remotely via *Zoom*.

LEARNING OBJECTIVES

As a result of taking this course, students will be able to:

- Develop a deeper knowledge of the field, and begin to identify specific areas of interest
- Develop a sense of ownership, engagement, and empowerment in finding internships and career opportunities
- Create and refine materials, strategies, and techniques for professional planning and employment searches
- Learn and practice interviewing skills, including informational interviewing skills;
- Identify professional strengths and weaknesses, vis-à-vis desired internships and/or jobs, and develop plans for addressing those weaknesses
- Begin to develop a “marketing strategy” that includes best practices in self-branding (e.g., “elevator speeches”) and social media
- Understand how to utilize staff and faculty support for planning around professional development, internships, and jobs
- Become familiar with relevant processes and policies for internships, electives, terminal projects/theses/course concentrations, and self-care
- Continue developing capacity around giving and receiving feedback.

COURSE TEXTS

Required

Smith, David J., (2016). *Peace jobs: A student's guide to starting a career working for peace*: Information Age Publishing.

CRES Policy and Guidelines documentation:

- CRES Thesis & Terminal Project Guidelines
- CRES Course Concentration Guidelines
- CRES Internship Guidelines
- CRES Internship Paths
- CRES Neighborhoods
- CRES Conflict Management Policy
- CRES International Internship Checklist

Peace Jobs is available at the Duck Store and electronically through the UO library's digital book database.

The required CRES policies and documents are available free of charge through *MyLaw*, the CRES/law school intranet system. Additional required readings are available in the Canvas course modules online.

COURSE POLICIES

Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the instructors if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact Assistant Dean of Student Affairs, Nicole Commissiong, for information on accommodations. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoac@uoregon.edu.

Inclusion and Collegiality: Our community 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 Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at <https://safe.uoregon.edu/>. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a

confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct, please ask your instructor or review the University Student Conduct Code or the UO Policy.

Attendance: Attendance is mandatory. We will be moving through information quickly and participating in class exercises is an essential part of the course, for your benefit and for the benefit of your classmates. Accordingly, we expect to see you at every class session, on time and prepared to participate. If – for some extraordinary reason – you are unable to attend or participate in a particular class, you must email the instructor by 8:00 a.m. on the day of the class. We will talk more about this policy during our first class.

Participation: You will be expected to engage actively in opportunities for joint inquiry, exploration, and skills practice. Your participation will contribute to the learning of your fellow classmates. Part of your grade will be determined by your participation. See the Appendix 1 for details.

Late Assignments: You are expected to turn in your assignments on time. If you are unable to turn in an assignment on time, please contact John English to discuss whether an extension is possible (it may not be). Late assignments will be docked one point for each day they are late. Elective assignments must be submitted by the Monday of finals week. No late elective assignments will be accepted.

Computer Use: Computers are permitted in class for note taking only. This policy is for your benefit and for the benefit of your fellow learners. Computer use other than taking

notes detracts from the learning experience for you and your fellow students.

What You Can Expect from Your Instructor:

You can expect me to:

- Plan and facilitate learning opportunities that will help you meet the course goals and objectives
- Provide constructive feedback on your performance
- Be open to constructive feedback on my performance
- Bring teaching expertise and experience into the classroom
- Be open-minded in responding to your ideas and suggestions
- Allow you to wrestle with ideas to shape your own conclusions

GRADING

This course is Pass/No Pass. To receive a Pass, a student must, at a reasonable level of quality:

- Attend all class sessions and participate, and
- Satisfactorily complete **all required written assignments** in a timely way.

Grade	Explanation
P (Pass)	Professional, competent work, which convinces the instructor that the student can be recommended to the public as being reasonably capable of working in the area of study.
N (No Pass)	Unsatisfactory or failing work, which is not at the level required for ordinary professional competence and reflects an extremely low level of learning and ability in the area.

COURSE ASSIGNMENTS

Course assignments consist of in-class quizzes, required deliverables, and elective assignments. In-class quizzes will be announced in advance. Deliverables are defined below. Electives are listed below and instructions also appear in Canvas. Written assignments are to be submitted in Canvas.

Required Deliverables

1. Resumes and Cover Letters

You will submit an updated resume and a 1-page cover letter in this course having made revisions based on suggestions and learning from class. Upload in Canvas.

2. Reflection on Informational Interview

Conduct an informational interview with a professional in your field of interest. Then, write a 1-page reflection about one or more aspect your experience. Write about: how you prepared for the interview; what questions you asked; what you learned about the field of interest; your plan to use the information gained; and a plan to continue your connection with this person. Other topics could include what follow-up questions you might have now, and whether there are things you would

do differently in the next informational interview. (Remember to send a thank you note to the person you interview!) Upload this in Canvas.

3. Report on Internships of Interest

Research and list three internships of interest – these can be aspirational internships (too distant or otherwise difficult to attain) or internships you can see yourself applying for and doing if accepted. In brief paragraphs, indicate why you are interested in each internship, one way you are a good fit for the internship, and one way that the internship might stretch and expand your current knowledge or skill-set. Upload this in Canvas.

4. Positions and Questions for Practice Interview

In preparation for the in-class practice interview you will conduct with a partner, identify an internship or position for which you have chosen to “apply”. Write 5 specific interview questions that you might expect *to be asked* in an interview, based on what you have learned about this position from reading the job description (write these questions with the employer’s perspective in mind). You will submit the position description, and the tailored questions in Canvas and also bring to class to use in your practice interview.

5. Practice Interview Write-Up

Using the rubric provided below and in Canvas, score your performance in your practice interview. Write a 1-page reflection giving one piece of constructive feedback you received and how you plan to use it. Upload this in Canvas.

6. Professional Development Plan

A professional development plan helps students understand and expand the process of building skills and experience to better qualify for the kinds of jobs they want to pursue after graduation. This assignment has two parts—1) substantive/theoretical; and 2) practical.

Part 1

Identify two jobs or fellowships in which you have interest in pursuing post-graduation. These should be actual positions. Categorize these two positions. You may use the taxonomy found in *Peace Jobs* (e.g., “Diplomacy,” “NGO/IGO/Humanitarian,” “Social Justice/Environmental Action,”), Lederach & Mansfield’s *Strategic Peacebuilding Pathways* circle, or any other method you find helpful for describing the particular sector or specialty area in which your job or fellowships reside. For each position, identify at least one peer-reviewed article, book chapter, or book that addresses the area—broadly or narrowly. Submit an annotated bibliographic entry for each of the two resources, using the instructions provided in Canvas.

Part 2

Next, complete the ***Professional Development Plan*** form, available in Canvas. On the form, list the name of the organization and the position title. Then, list the top three ***required*** qualifications and the top three ***preferred*** qualifications (if listed) for each position. Identify qualifications you would need to ***develop*** (because you do not already meet them) to become competitive for these kinds of positions. Then list (at least) three qualifications you would like to develop prior to graduation. Describe how you could gain the knowledge, skills, and experience (e.g., through elective coursework; internships; final project work; or volunteer or community service.) Create and include a timeline to develop these qualifications. You must list the specific information that shows you have researched this plan (the course names, the names of non-profit organizations, etc.) Upload this in Canvas.

Quizzes

There will be 3 quizzes, to be taken in Canvas, with an 80% correct rate needed to pass. Retakes will be allowed.

Elective Activities

You must select 20 points worth of electives from the menu **below**. This can be four 5 point electives, or you can participate in the Oregon Mediation Association Conference and write about four different workshops for 20 points. (5 point electives may only be done once for each category). When you have completed an elective activity, write about it in the appropriate assignment page in Canvas. We will talk more about how to do this on the first day of class.

Market Yourself

<i>Description</i>	<i>Points</i>
Write a sample brand statement	5
Create or improve your LinkedIn page, and join CRES LinkedIn Group	5

Research

<i>Description</i>	<i>Points</i>
Read a CRES terminal project or thesis – write 1-2 page reflection in Canvas	5
Identify 3 scholarships you could apply for; post the names & links on Canvas	5
Join a professional association in an area in which you have interest-write a 1-page summary of the organization (mission/vision/membership benefits) and articulate how you plan to use membership to advance your professional goals.	5

Practice/Reflect

<i>Description</i>	<i>Points</i>
Conduct practice interview with Hilary or John (submit resume & position description prior to the meeting time).	5
Create and complete a self-care log for a week.	5
Reflect on your Strengths Finder results – write 1–2 pages.	5
Reflect on top 2 Conflict Styles. Describe productive use, and a time	5

where you over or under-utilized a style.	
Take Bradberry and Greaves Emotional Intelligence Appraisal . Articulate 1-2 goals you have set to increase your EQ. Include strategies to achieve these goals.	15

Activity/Event

<i>Description</i>	<i>Points</i>
Attend a Grad School Event – Write 1 page about it in Canvas.	5
Attend a special lecture, workshop, seminar, or webinar (not part of a regular class.) Write 1 page about it in Canvas.	5
Attend 1 or both days of the Oregon Mediation Association Fall Conference 11/ 1 & 11/2. Write up to four 1 page reflections for up to 5 pts each.	20

Meeting

<i>Description</i>	<i>Points</i>
Meet with Hilary or John to discuss career interests	5
Conduct a second informational interview (beyond the one required.) Submit a short write-up in Canvas.	5

ASSIGNMENTS							
Required (70%)	Pts.	Due date	Electives (20%)	Pts.	Due date	Class participation (10%)	ALL
Report - 3 Internships	10	11/10				5pts x 10 weeks	
Resume - Revised	20	11/17	Write sample brand statement	5	12/8		
Cover Letter	20	11/17	Read TP or thesis, write short report	5	12/8		
Internship or Job Description	5	11/17	Do practice interview with Hilary	5	12/8		
Questions for Practice Interview	15	11/24	Do self-care log for 1 week	5	12/8		
Reflection - Informational Interview	15	12/1	Attend grad school event, write report	5	12/8		
Professional Development Plan	50	12/8	Attend UO lecture/seminar, write up	5	12/8		
Practice Interview Write-up	10	12/8	Meet w/Hilary or John to discuss interests	5	12/8		
3 Quizzes, 5-10 points each	25	12/8	Do 2nd informational interview, write up	5	12/8		
			ID 3 scholarships to which you could apply	5	12/8		

[10/13] – WEEK 3 Informational Interviews

Required reading for week 3:

Week 3 resource materials in Canvas (Approximately 8 pages)

Goals:

At the end of this session, students will:

- Understand importance of doing career research via informational interviews and other means.
- Understand concept and specifics of informational interviews and how to pursue.
- Be assigned to find, conduct and write about one informational interview by week 7.
- Understand how to complete Professional Development Plan assignment.
- *Handout (In Canvas): Professional Development Plan, due by end of term*
- *Handout: questions for informational interviews (in Canvas).*

Related Assignments: Conduct 1 informational interview, write 1-page reflection, submit in Canvas.

[10/20] – WEEK 4 Electives, Neighborhoods, Reading Credits, & Clinics

Required reading for week 4: All documents in MyLaw *Electives* folder (*includes Reading Credits*) (Approximately 16 pages)

Goals:

At the end of this session, students will:

- Understand where to find information on CRES elective options.
- Understand how to request elective approval for a non-CRES course.
- Know where to search for courses that are offered in a given term.

Related Assignment: Take quiz on Electives, Neighborhoods, Reading Credits, & Clinics before the beginning of next class.

[10/27] – WEEK 5 Emotional Intelligence and Framing

Required reading for week 5:

Canvas Excerpts:

Goleman, *Working with Emotional Intelligence* (1-24)

Goals:

At the end of this session, students will:

- Understand the concept of Emotional Intelligence
- Have learned about Emotional Intelligence in relation to cohort interactions

- Understand the important of Emotional Intelligence in professional contexts

[11/3] – WEEK 6 – Internship Process and Paths

Required Reading for week 6: All documents in *Internships* Folder in MyLaw and week 6 module on Canvas (Approximately 18 pages)

Goals:

At the end of this session, students will:

- Understand CRES internship requirements
- Understand how to sign up for internship credits via MyLaw
- Be aware of Internship Guidelines document and Internship Feedback Survey
- Be aware of established CRES internship paths (Israel-Palestine, Northern Ireland, Lane Youth Services Family Mediation, NPCC) and recurring local internship opportunities.
- *Handout: List of ongoing local internship opportunities.*

Due: Submit report on 3 internships of interest in Canvas

Related Assignment: Take Quiz on Internship Processes and Paths before start of next class.

Related Assignment:

Find an internship or job description for a position for which you would like to do your practice interview in class. Write 5 specific questions you think might be asked about experience, skills, or interest – write these from the employer’s perspective (not general interview questions, those will be supplied).

Submit the position and questions in Canvas before class on 11/17, and bring them to class in hard copy for your partner to use during your practice interview.

[11/10] WEEK 7 - Marketing and Networking

Required Reading for week 7: Week 7 Resource Materials in Canvas (Approximately 17 pages)

Goals:

At the end of this session, students will:

- Understand importance of personal marketing to career development. Subjects include “elevator speech”; brand; electronic presence. Students will be familiar with electronic personal marketing outlets including LinkedIn, Twitter and others.

Due:

- Revised resume
- Cover letter
- Position description for a job or internship of interest for practice interview

[11/17] – WEEK 8 –Practice Interviewing
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Required Reading for week 8: Week 8 Resource Materials in Canvas (Approximately 7 pages)

Goals:

At the end of this session, students will: understand how to prepare for job and internship interviews with research and practice, have rehearsed and improved answers to tough questions. Students will come to class dressed appropriately for a professional job interview. They will conduct practice interviews with a partner or practitioner using questions the student has prepared along with standard interview questions. Each student will self- review their performance using the rubric below.

Due: Bring questions prepared for a specific position to practice answering in class, and also submit them in Canvas

Assignment: Write up a review of your practice interview performance using the rubric found below and in Canvas. Upload in Canvas by 12/8.

[11/24] – WEEK 9 –Terminal Project, Thesis, and Course Concentration

Required Reading for week 9: Read Folder on Final Project (Thesis & Terminal Project) in MyLaw (Approximately 18 pages)

Goals:

At the end of this session, students will:

- Understand the difference between a Thesis, a Terminal Project and a Course Concentration
- Understand how to sign up for Thesis, Terminal Project or Course Concentration credits
- Be aware of UO IRB requirements
- Be aware of CRES Thesis, Terminal Project, and Course Concentration deadlines
- Know where to find the CRES Thesis, Terminal Project and Course Concentration Guidelines document

Related Assignment: Take Terminal Project and Thesis Process Quiz by 12/8

Due:

- Informational interview reflection

[12/1]-WEEK 10- EXPLORING CAREER AVENUES

Required Reading for week 10: None

Goals:

At the end of this session, students will:

- Share out their experiences and findings with each other based on informational interviews, elective activities, and organizational research

Due by Tuesday of Finals Week (12/8):

- Completed Professional Development Plan – submit in Canvas
- Write-up of Practice Interview self-review – submit in Canvas
- All elective assignments - submit in Canvas

APPENDIX 1 – GRADING RUBRICS

(Participation, Written Assignments, Practice Interview, Professional Development Plan)

Rubric for Participation in class

	Far Below Standards	Satisfactory	Good	Excellent
Peer Interaction	Virtually no interaction with peers	Limited interaction with peers	Makes a sincere effort to interact with peers (ongoing)	Actively Supports, engages and listens to peers throughout term
Participation	Comments vague if given at all; frequently demonstrates a lack of interest	Sometimes participates constructively in group work and class discussions, sometimes goes on auto-pilot	Participates constructively in group work and class discussion throughout the term	Plays an active, dynamic role in discussions and group work throughout the term
Contributions to Class	Demonstrates a noticeable lack of interest on occasion	Comments are sometimes irrelevant and do not advance level and depth of class dialogue	Comments in class discussions are relevant and based on assigned material, and generally help the dialogue along	Comments consistently advance level and depth of dialogue in class discussions
Group Dynamics	Group dynamic and level of discussion are often notably disrupted by student's presence	Group dynamic and level of discussion are sometimes disrupted by student's presence	Group dynamic and level of discussion are often enhanced, but never made less effective because of student's presence and contributions	Group dynamic and productivity are always enhanced by student's presence and contributions

Rubric for Written Assignments

<p><i>Excellent (full points)</i></p> <p>Written work is presented at a mature level, organized well and carefully edited, with correct grammar, good vocabulary, and high quality of careful and informed thinking. Meets all course expectations timely and completely. Shows thorough and active grasp of concepts and demonstrates exceptional ability to synthesize course lectures and materials.</p>
<p><i>Good (90 % points)</i></p> <p>Written work is presented at the college level, with good grammar, vocabulary, and thought, with good command of content and organization and only a few minor flaws. Meets course expectations timely and completely. Shows good grasp of concepts and ability to synthesize course lectures and materials, but does not rise to the level of being exceptional.</p>
<p><i>Satisfactory (80 % points)</i></p> <p>Written work is presented at college level with adequate grammar, vocabulary, and thought, but with frequent flaws, problems with organization, weak or minimal grasp of concepts, and limited ability to synthesize the course lectures and materials.</p>
<p><i>Minimal Credit (50% or fewer points)</i></p> <p>Written work is marred by serious problems of grammar, vocabulary, disorganization or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials.</p>
<p><i>Far Below Standard Expectations (0 Points)</i></p> <p>Written work does not achieve college level grammar, vocabulary, organization, and thought. Does not master concepts and lacks the ability to synthesize the lecture and course materials.</p>

Rubric for Practice Interview Reflection

	Excellent	Average	Needs Improvement
First Impressions	Professional appearance, appropriate attire. Confidently greeted and shook hands with interviewer. Poised and confident.	Nice appearance but not businesslike. Didn't greet or shake hands with interviewer. Medium energy.	Attire not professional - jeans, tee shirt, etc. No greeting or handshake with interviewer. Answers to questions lacked energy and enthusiasm
Content	Knowledgeable about organization and position. Related skills to job effectively. Answers were well thought out.	Knowledgeable about position but not the organization. Mostly answered question but occasionally drifted. Stated skills but did not relate to job.	Did not display knowledge about the position or organization, was not on point in answering questions.
Interview skills	Maintained eye contact with interviewer. Used proper language and grammar. Did not overuse "er", "um" and "like". Spoke audibly and not too fast/slow.	Had some eye contact with interviewer. Over used slang, or lazy language including "um", "er" and "like".	Avoided eye contact. Used inappropriate language. Said "um" "er" and "like" repeatedly. Talked too fast, rambled or did not say enough.
Closing	Finished by reiterating strong interest in position. Asked thoughtful, appropriate questions in response to "any questions for us?". Thanked the interviewer.	Conveyed mild interest in the position. Was not prepared to ask any questions. Thanked the interviewer without enthusiasm.	Showed no real interest in the position, did not ask any questions when given the opportunity and did not thank the interviewer.

Rubric for Professional Development Plan

<i>content</i>	Excellent	Average	Unsatisfactory
<i>REQUIRED qualifications</i>	Lists REQUIRED qualifications as presented in job description with details	Generalizes REQUIRED Qualifications but lists 3	Lists fewer than 3 Qualifications with no details.
<i>PREFERRED qualifications</i>	Lists 3 PREFERRED qualifications from job description along with specific details	Lists 1 or more PREFERRED Qualifications but with no details	Does not list any PREFERRED qualifications
<i>Details on plans to gain knowledge, experience</i>	Lists course names/certifications/trainings and terms offered. Lists internships/volunteer roles/jobs including position title and name of organization.	Gives generalized descriptions of elective courses to be taken and internships/activities (EX: "Will take all mediation classes and do all mediation internships and clinics offered")	Plan lists only required CRES courses & activities; previously gained education and experience.
<i>Coherence and plausibility of overall plan, timeline</i>	Elements build a logical, coherent plan of action. Feasible ways to take courses, get experience, earn certificates, etc. within desired timeline.	Too many courses, internships, activities, etc. to realistically complete within timeline. Or, too few to add much value.	No logical connections between classes/training/activities and targeted qualifications. Plan addresses fewer than 3 REQUIRED Qualifications. Plan includes no activities, only classes.