ALS 5934

GRADUATE PROFESSIONAL DEVELOPMENT

Fall
2021
Syllabus

Exploring non-technical soft skills

to enhance workforce readiness

Synchronous

PSF 5 (Gville)

Zoom (RECs)

Monday Period 6-7

12:50-2:45 PM

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About the instructor

Hi everybody! I am a professor of Environmental Horticulture with 15 years of experience as a faculty member at UF. I also serve as Graduate Coordinator for the department and started in this role in 2017. I work with amazing graduate students in this capacity and the experience has fortified a long-held belief that academicians must do more to enhance the workforce readiness of all our graduate students. I embarked on enhancing my professional development as a graduate student (M.S. UF, 2001; Ph.D. University of Hawaii, 2006) and even published a few papers on this subject. I am excited to share my enthusiasm for graduate student professional development with you and look forward to a great semester together.
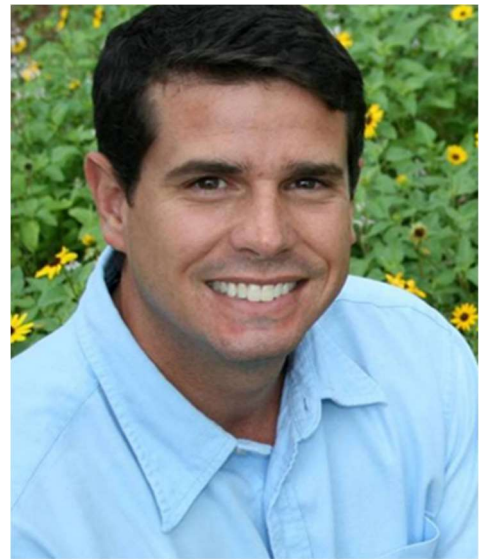
My instructional philosophy: My role as an instructor for graduate level courses is to act as a catalyst for new knowledge and understanding. I work cooperatively with students to guide their thinking when necessary and create an open learning atmosphere where: 1) calls for clarification of ideas and concepts are expected; 2) free expression of divergent viewpoints are necessary; and 3) robust interchange occurs between all members of the class. In short, I expect students to take full responsibility for their education. I will work hard to enhance your education by using a variety of teaching methods designed for actively engaging students in course concepts.

Contact Information

The best way to reach me is via email at **heperez@ufl.edu**.

My goal is to respond to course related matters within 24 - 48 hours.

Office phone = 352-273-4503

Office Address: 2047 IFAS Research Drive, 32611, Building 0550, Room 103

http://campusmap.ufl.edu/ (type 0550 in search bar)

Office hours: Monday 3:00-4:00pm

We can connect in-person or via Zoom for office hours.

I will provide a Zoom link once we establish a mutually agreeable time.

Other times available by appointment

Some facts to reflect on…

Where will you end up after graduation???

Another **40%** work in other settings:

23% industry

11% government

7% other sectors

Did you know only about

50%

of Ph.D. students end up in a tenure-track position

20%

This represents the proportion of biological science Ph.D.s not working in the field.

In the biological sciences **40%** hold faculty position **10** years after receiving their Ph.D.

These facts are from **2001**. Not much research for MS grads...sorry!

What are the facts like in **2021**?

More importantly...How will all of this affect **YOU**???

Jerry Gaff, former VP AACU

Chris Golde, Stanford U.

Tim Dore, U. Georgia & NYU

"I don't think the old model of training researchers is sufficient anymore...If students only learn topflight research skills, they won't get jobs when they graduate." Gaff 2001

"< 20% of doctoral students thought they had sufficient training in workplace skills such as teamwork, collaboration, organization, and management...Technical skills acquired during graduate school account for only about **7%** of the total skill set required to be successful

"Business, industry, government, and the non-profit sectors need intelligent, skilled employees. Yet, Ph.D. holders often struggle to make the transition out of the academy and into the workforce." Golde and Dore 2001

"A survey of 4114 doctoral students in 11 disciplines and 27 institutions found that 7 out of 10 believed they were prepared to become independent researchers. However, 60% of the respondents reported not understanding how to avoid financial and ethical conflict of interest." Golde and Dore 2001

"Graduate students often express concerns related to lack of career readiness in terms of acquired non-technical skills. Furthermore, the incongruity between graduate education and expansion of non-technical skills is chronic, global, and multi-disciplinary. Simply put, graduate education is not keeping up with demands for professional development of non-technical skills deemed essential for entry and success in the workplace." (Pérez, 2005, 2018 citing various sources)

Course Goal

There is a significant mismatch between graduate training programs and the acquisition of non-technical skills required for success in the workplace. Therefore, the goal of this course is to connect graduate students with key non-technical skills so that they have an advantage when entering the workforce.

Course Objectives

By the end of the semester, successful students should be able to:

1. Self-assess level of competency in various non-technical skills

2. Differentiate between technical and non-technical workplace competencies

3. Critique the graduate training vs. professional readiness gap in terms non-technical skills acquisition

4. Evaluate several non-technical skills and demonstrate how these could enhance career readiness

5. Report on 5 or more new non-technical skills important to future career

6. Develop plan to enhance non-technical workplace competencies

Course Expectations

- Arrive to class on time
- Digest assigned materials ahead of time
- Share questions, perspectives and ideas during and outside of class
- Convey superior work ethic and perform to high standards
- Practice thinking within the framework of enhancing non-technical skills

Attendance and make-up policy:

Attendance is the student's responsibility. It is in your best interest to participate during every class period. If you miss class, it is your responsibility to talk with other students to discuss what you missed in class.

- All deadlines outlined in the syllabus are firm and may only be changed at the discretion of the instructor
- Two or more unexcused absences may result in a U grade.
- Late assignments are not accepted
- Your instructor will consider cases of emergency, serious illness, bereavement, or activities that fall under the Twelve-Day Rule for make-up work. You must provide official documentation for all cases.

Assessments

Assessment Type	Points
2-to-4-minute reactions (12 at 20 pts each)	240
In class, group presentation	50
Individual development plan	100
Total	390

Grading

This course uses the S U grading scheme, where S = satisfactory and U = unsatisfactory.

Students receive a S grade by earning ≥ 85% of the total points available for assessments.

For example, students need to earn ≥ 331.5 points to receive a S (390 × 0.85 = 331.5)

Grades and grade points

For more information on current UF policies for assigning grade points see:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#suoption

http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Textbooks - None required.

Description of Assessments

2-to-4-minute reaction videos (20 points each)

• Evaluate assigned materials related to non-technical workplace competencies (i.e. soft skills)

• Synthesize multiple pieces of information to form cogent discussions

• Reflect on how to apply new knowledge for professional development

• Practice being succinct yet informative

Description – Upload a 2-to-4-minute video to Canvas, by 11:59pm on the Sunday before each class meeting date, that captures your reaction to assigned materials.

Structural Format (4 points)

• Video duration no more than 4 minutes

• Reaction is a coherent presentation with clear logical flow

• Reaction avoids a simple listing of concepts, terms, and themes

Clarity of Thought and Expression (6 points)

• Ideas are well-thought out, integrated, and expressed well

• Your reaction has a clear and meaningful purpose (e.g. inform, persuade or raise interesting questions) that moves in-class discussion forward

• Professionalism displayed at all times

Delineation of Core Message (10 points)

• Does the reaction video provide thoughtful reflection (e.g. personal feelings, application of new knowledge)?

• Are assigned materials central to or essential messages fully integrated into reaction video?

• Does the reaction video reflect an understanding of assigned materials and provide explanation of key points?

• Make sure to discuss any useful tools, frameworks, and other information that you can put into practice now or in the short-term

In class presentation of soft skills (50 points)

• Develop short (8-10 minute) in-class, group presentation that includes:

• 5 or more non-technical skills, not covered in class, that would be useful for future career

• Explain reasons for selections and how colleagues can go about obtaining those skills

Development plan (100 points)

• Investigate Individual Development Plan (see ENH website for departmental forms)

• Construct plan to enhance non-technical workplace competencies

• Augment Professional Development component of Individual Development Plan with constructed plan

• Review and discuss Individual Development Plan with major advisor

• Submit plan to instructor for review

Course Schedule (subject to change at instructor's discretion)

Class sessions are discussion based. Refer to course website for assigned materials. Videos are available through YouTube or UF LinkedIn Learning (https://elearning.ufl.edu/supported-services/linkedin-learning/). All reaction videos are due in Canvas by 11:59 pm the Sunday before scheduled class discussions.

Module 1: Assessing soft-skills and self-awareness

August 23 – Course introduction, defining on technical vs. non-technical workplace competencies, pre-content non-technical skills inventory

August 30 – Graduate student soft skills readiness gap: a class discussion

September 6 – Holiday no class

Module 2: Exploring non-technical workplace competencies (In-class discussions)

Theme 1 – Communication

September 13 – Empathetic Listening, Effective Listening, Giving and Receiving Feedback

September 20 – Asserting Yourself and Learning to Say No

September 27 – Communicating Across Generations and Communicating Across Cultures

Theme 2 – Leadership

October 4 – Unconscious Bias, Confronting Bias, and Leading with Emotional Intelligence

October 11 – Conflict Resolution and Having Difficult Conversations

October 18 – Performing Under Pressure and Failure as Growth

Theme 3 – Management

October 25 – Managing Ambiguity and Solving Business Problems

November 1 – Navigating Change and Thinking Strategically

November 8 – Setting Team Goals and Motivating Others

November 15 – Acting Decisively and Negotiating with Agility

Theme 4 – Networking

November 22 – Being a Good Mentee and Activating Your Network

Module 3: Putting new knowledge into practice

November 29 – Post-content skills inventory, Group Presentations, submit draft Individual Development Plan (IDP)

December 6 – Discuss IDPs, write letter to future self

University policies

Electronic Device Policy: Using electronic communication devices and laptop or tablet computers during class is disruptive. Therefore, we prohibit the use of cellular telephones, messaging devices, and other electronic devices during class. In class, students are required to put phones and messaging devices on silent mode and turn off other devices. Please store all electronic devices, including computers, during class.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

University of Florida Counseling Services: Students experiencing crisis or personal problems that interfere with their general well-being are encouraged to utilize the University's counseling resources. The Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance.

- *U Matter, We Care*: If you or someone you know if in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress
- *Counseling & Wellness Center*: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center,* call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- *Career Connections Center,* Career assistance and counseling services. Reitz Union Suite 1300, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

In-class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings maybe used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructors hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams) field trips, private conversations between students in the class or between a students and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or under UF Regulation 4.040 Student Honor Code and Student Conduct Code.