

**Professional Development 3 (ENGR 4010)**  
**Fall 2020**  
***Archer Center for Student Leadership Development (ACSLD)***  
<http://info.rpi.edu/archer-center>

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**Section Schedules and Instructors**

Section	Day and Time	Instructor/Email	
1	Tuesday 12:20-2:10 pm	Judith Obiero	Obierj@rpi.edu
2	Tuesday 2:30-4:20 pm	Amy Corron	Corroa@rpi.edu
3	Wednesday 10:10am-12:00pm	Susan Henry	henrys3@rpi.edu
4	Wednesday 12:20-2:10 pm	Schierenbeck, Tracy & Susan Henry schiet@rpi.edu	henrys3@rpi.edu
5	Tuesday 2:20-4:20 pm	Glen Gross	Grossg4@rpi.edu
6	Wednesday 10:10am-12:00 pm	Judith Obiero	Obierj@rpi.edu
7	Thursday 12:20-2:10 pm	Susan Henry	henrys3@rpi.edu
8	Thursday 2:30-4:20 pm	Judith Obiero	Obierj@rpi.edu
9	Thursday 2:30-4:20 pm	Amy Corron	Corroa@rpi.edu
11	Tuesday 10:00-11:50 am	Glen Gross	Grossg4@rpi.edu

**Office Hours:** Please email your instructor for virtual office hour appointments

**Required Text:** All required readings will be available via the LMS site for the course.

**PD3 Mission Statement:**

The Professional Development 3 course complements Professional Development 1 / Introduction to Engineering Design by providing a model of professional leadership which students may apply while determining their future after graduation and in their work as new engineering professionals. Through experiential learning, students are exposed to professional skills including ethical decision-making, critical thinking, and tools to succeed in a diverse organizational culture. The interactive learning approach, in addition to discussions, exams, and presentations, is designed to promote further development of students' leadership abilities.

**This course addresses the following accreditation requirements from ABET Engineering Criteria:**

Engineering programs must demonstrate that their graduates have: [...]

- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative

**Learning Objectives:**

At the end of Professional Development 3, students will be able to:

- incorporate philosophical and professional ethical principles into their leadership practices in order to develop personal ethical guidelines
- utilize critical thinking skills to analyze professional scenarios and determine proper course of action
- identify their strengths and weaknesses regarding leadership development competencies and articulate a plan for growth
- recognize the impact of social identities and social inequalities in different professional environments

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### *Archer Center for Student Leadership Development (ACSLD)*

- apply leadership and professional development competencies in their professional/academic practice

#### Grading:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
65 – 69	D+
60 – 64	D
< 60	F

#### Final Grade consists of:

'60 Second Sell' Reflection Assignment	20%
Cultural Competency Presentation	20%
Cumulative Exam	30%
Team Evaluation Assignment	30%
TOTAL	100%

#### EXPECTATIONS AND POLICIES:

##### Assignment Policy

**All assignments are due via the method and date noted on the syllabus, unless otherwise indicated.** Students who miss the due date for the Individual Presentation Assignment due to an excused absence will be permitted to make it up within 7 calendar days of the original due date. **Students with an unexcused absence will NOT be able to make up the '60 Second Sell' Reflection Assignment.**

**ALL group members must be present during the Cultural Competency Presentation.** Failure to be present during these group activities/presentations will result in the loss of the indicated grade percentage for the assignment (s), unless it is due to an excused absence.

##### Exam Policy

**The exam will be available on LMS for 24 hours on any of these dates: November 10, 11, 12 2020. The exam covers all material presented in the class. Missing class immediately prior to an exam date does not exempt a student from taking the exam.** Students with extenuating circumstances should contact the instructor(s) prior to class. Students must then obtain documentation from the Student Success office (refer to attendance policy detailed below) **AND** obtain permission from the instructor(s) in order to make up the exam. If the excused absence is accepted by the instructor(s), students will be allowed to make up the exam within 7 calendar days. **Students without a written excuse from the Student Success office will NOT be allowed to make up a missed exam.** If you have testing accommodations, please inform your instructor before the exam.

##### Attendance Policy

Attendance to synchronous virtual class meetings is required for this course. Attendance will be taken at the beginning of class by seeing who is present on Webex Teams. Students are expected to be on time and remain for the full class period. Attendance is critical for success in PD 3. It is the student's responsibility to contact the instructor and to obtain any course materials missed due to excused or unexcused absences. Beginning the first week of class, students with four (4) or more unexcused absences may fail PD3. **In order for an absence to be considered excused, students must provide documentation from the Student Success office (<http://se.rpi.edu/policies/ea/>), or other appropriate documentation, and obtain permission from the instructor.** If the instructor has concerns regarding a student's success; one of various academic tools may be leveraged to assist in supporting the student. An example may be an EWS submission for concerns relating to but not limited to irregular attendance, missing assignments, or below average performance on graded assignments/quizzes. Students are expected to attend the section for which they are registered unless they obtain permission from their instructor.

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**Academic Integrity**

Students are expected to maintain academic integrity. **Participation in academic dishonesty, as defined in the current Rensselaer Student Handbook, may result in failure of the course.** All assignments outside of class must be completed individually unless instructor specifies otherwise. All assignments will be submitted via LMS and put through SafeAssign software to check for plagiarism

Integrating concepts from Professional Development 1 / IED and the School of Humanities and Social Sciences PD 2 course is encouraged; **however it is unacceptable to submit work written for another class.** Handing in previously submitted assignments is considered academic dishonesty and may result in failure in this course.

**Students with Disabilities**

Any student who feels they may need an accommodation based on the impact of a disability should contact his/her instructor privately to discuss specific needs. Please contact Disabilities Services for Students, located in Academy Hall, at (518) 276-8197 to submit your documentation and coordinate necessary and reasonable accommodation.

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<b>Professional Development 3- Fall 2020: Schedule at a Glance</b>					
Week					Percentage
1	Sept 1,2,3	Introduction/Course Overview	<ul style="list-style-type: none"> <li>Syllabus Review</li> <li>Top Performer Differential</li> </ul>		
2		<b>NO CLASS- Tuesday follows a Monday Schedule</b>			
3	Sept. 15,16,17	Competency-Based Interviewing Strategies	<p><b>*READ:</b> "Engineering Leadership: Grounding Leadership Theories in Engineer's Professional Identity"</p> <p><b>Available via LMS</b></p> <ul style="list-style-type: none"> <li>'60 Second Sell' Overview</li> <li>Leadership Competency Matrix</li> </ul>		
4	Sept.22,23,24	Marketing Yourself/Individual Presentation Assignment	<ul style="list-style-type: none"> <li>Group Assignments given**</li> </ul>	<b>60 Second Sell</b>	
5	Sept.29,30, 1	Emotional Intelligence and Critical Thinking	<p><b>*READ:</b> "Our Concept &amp; Definition of Critical Thinking" and "What Makes a Leader"</p> <p><b>Available via LMS</b></p>	<b>'60 Second Sell' Reflection Assignment DUE by 5PM EST Via LMS</b>	20%
6	Oct. 6,7,8	Cultural Competency and Organizational Culture	<p><b>*READ:</b> "Diversity and Human Rights Consortium: What is Cultural Competency?"</p> <p><b>Available via LMS</b></p>		
7	Oct. 13,14,15	Cultural Competency Presentation Work	Teams will use class time to work on developing Cultural Competency Presentations		
8	Oct. 20,21,22	Cultural Competence, Diversity and Globalization	Your group will present to the class on the assigned readings	In-Class Group Presentation on Readings	20%
9	Oct. 27,28,29	Ethics Part 1			
10	Nov. 3,4,5	Ethics Part Two (Professional)	<p><b>*READ:</b> "Engineering Codes of Ethics and the Duty to Set a Moral Precedent"</p> <p><b>Available via LMS</b></p>		
11	Nov. 10,11,12	Final Team Evaluation Project Work			
12	Nov. 17,18,19	Final Team Evaluation Assignment DUE	Details available via LMS	<b>Only one team member needs to submit report.</b>	30%
13	Nov. 24,25,26	<b>NO CLASS- Thanksgiving</b>			
14	Dec. 1,2,3	Cumulative Exam	All topics covered in class from Weeks 1-10 will be included on this Exam. ***	<b>Extra Credit Assignment DUE 12/7 by 5PM EST</b>	30%

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**NOTES:**

**\*Assigned Readings are available via LMS and should be read before prior to attending class.**

**\*\* Students will be enrolled in a group by the start of class this week. If you are absent from this week's class, it is your responsibility to ask as to which group you have been assigned.**

**\*\*\*The Exam will be taken online via the course's LMS page.**

**\*\*\*\*Details regarding Extra Credit Assignment are located on the next page of this syllabus.**

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PD3  
Fall 2020

Extra Credit Assignment

## Organizational Culture Audit

### Overview

In a 3-5 page paper (double spaced and utilizing one inch margins) identify a company or institution that you have applied to work for (or applied to be admitted to) and investigate the organizational culture of the firm/school to determine if the values and character of the organization's culture match those of your own.

### Step 1

Investigate and provide supporting evidence on the following areas:

- Provide basic background profile of company/institution
- Mission and degree to which company/institution lives up to its stated or implied mission?
- What organization structure does the company/institution most closely emulate and how do you come to that conclusion?
- What is the corporate history and traditions which support or run contrary to the stated or implied culture?
- To what extent HR policies support or run counter to the stated mission and implied culture?
- How company/institution demonstrates its commitment to developing a culturally competent workforce.
- Who and how decisions are made? Who has access to power, how is it delegated and how is it obtained?

### Step 2

Develop a list of 5-7 questions that you would ask the company/institution to solicit or confirm information on the corporate culture. Briefly discuss what your motivation is in asking these specific questions.

### Step 3

Detail and discuss to what extent the organizational culture and your values and goals are aligned or not. Is there a good "fit" why or why not.

### Submission and Credit

Paper must be submitted no later than the last day of class and students will be awarded **up to 3** points on their overall class grade.