

## Master of Science in Political Analytics

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### POAN 5060 - Leadership

Time Mondays 6:10 – 8 p.m.

#### Core course

#### Instructor:

#### Office Hours:

#### Response Policy:

### Course Overview

Successful leaders in politics, campaign management, and related professions must be able to lead change in their organizations for success, including how to motivate and manage their teams toward a common goal and mutual objectives. The aims that political leaders seek to achieve are determined by their ability to create value, collaborate, influence, and navigate uncertainty, along with advancing ideas, programs, and movements.

In this seven-week, online core course, students will learn about how the development of personal attributes and abilities lays the groundwork for building core leadership competencies. These are essential for high-impact political management, as well as changing the behavior and the culture of political organizations. One particular emphasis is how leaders employ analytic methods and utilize the results of analytics into political leadership and management as part of the overall framework of the Political Analytics graduate program.

We will explore the motivations, obstacles, and interventions of change in political settings. You will learn how leaders build alliances, facilitate difficult meetings, and develop a transformation plan in politics. You will also review some of the most important academic research and business publications on change management and the use of analytics by political leaders. The course is intended to enhance practical skills through dynamic interactions, and other real-world experiences.

There are no specific competencies or prerequisites to be successful in this graduate course, just a unique willingness to learn and comprehend about political leadership. This course lays the groundwork for success in future political analytics courses and in politics overall – nationally, on the state level, locally, and even globally.

#### Additional Details:

**Class Structure:** The lectures will encompass and focus on the main theories of political leadership, change management, case study analysis, and class participation. Case study analyses will focus on real world political leadership scenarios and applications. Partner presentations will focus on analyzing successful and unsuccessful political leadership enacted at the local, state, or federal levels using the models studied in class. The research paper will encompass leadership theories and topics, applied successfully or unsuccessfully in a political situational analysis with regards to change management implementation.

**Guest Speakers:** There will be *two* guest speakers toward the end of the course, who have been in key political leadership positions over the course of their lives, invited from different sectors of the political world. These speakers have experience from the national and state levels including campaigns, the Legislative Branch, and Administrations/Executive Branch. We will also discuss with the speakers political leadership applications in the bureaucratic corps, lobbying/advocacy, non-profits, and even the media.

## Learning Objectives

After completing this course, students will be able to:

- L1. Explain change management in a political context.
- L2. Describe major leadership theories and competency frameworks.
- L3. Assess the current culture of a political organization, with specific attention to the organization's need to change.
- L4. Apply change management using various political leadership theories to political organizations in real-world politics.

## Required Readings

Northouse, P. G. (2022). *Leadership: Theory and practice*. Sage.

The main text for this course is Peter G. Northouse, *Leadership: Theory and Practice*, Ninth Edition. It is highly recommended that students purchase this book. The supplemental readings are aimed to help you with concepts, ideas, and topical analysis of political leadership for their research paper, and their Partners Presentation.

### Other Required Readings (available through Canvas course site or web link)

Barker, C., Johnson, A., & Lavalette, M. (2001). *Leadership and Social Movements: Leadership Matters: An introduction*. (Chapter 1) (1-23 pages) (22 pages total) <https://clio.columbia.edu/catalog/3085156>

Behrens G. & Neumaier, M. (2009). *Change Management of Socially Relevant Habits*. Management Review. Vol. 20, Issue 2 (pages 176-189) (14 pages total) [Change Management of Socially Relevant Habits\\*\\* - ProQuest](#)

Bentley, D. (2018). *Choosing to Change: An Alternative Understanding of Change Management*. Routledge (Chapter 2 pages 22-25, 27) (Chapter 7 pages 95, 97, 105-108) (12 pages total) <https://www-taylorfrancis-com.ezproxy.cul.columbia.edu/books/mono/10.4324/9781315298795/choosing-change-david-bentley>

Cohen H. (2019). *The Change Management Fallacies*. SAM Advanced Management Journal. Vol. 84, Issue 1. Winter 2019 (pages 4+) [The Change Management Fallacies. - Document - Gale Academic OneFile Select \(columbia.edu\)](#)

Edwards, G. (2021). *Changing Their Minds*. University of Chicago Press. Chapter 1 (pages 1-9) (9 pages total) <https://ebookcentral.proquest.com/lib/columbia/detail.action?docID=6526225>

DeSio, H. (2014). *Campaign Inc.: How Leadership and Organization Propelled Barack Obama to the White House*, University of Iowa Press. (pages 1-236) (236 pages total). <https://ebookcentral.proquest.com/lib/columbia/detail.action?docID=1743813>

Genovese, M. (2016). *Presidential Leadership in an Age of Change*. Routledge, (Chapter 2) (pages 27-52) (26 total pages) <https://doi-org.ezproxy.cul.columbia.edu/10.4324/9781351295604>

Gill, R. (2002). *Change Management -or Change Leadership*. Journal of Change Management. Vol. 3, Issue 4 (pages 307-318) (11 pages total) [Change management--or change leadership?: EBSCOhost \(columbia.edu\)](#)

Goethals, G. (2005). *Presidential Leadership*. Annual Review of Psychology. Vol. 56. (pages 545-570) (26 pages total) <https://www.proquest.com/scholarly-journals/presidential-leadership/docview/205849702/se-2>

Green, G. & Malthese E. (2022). *Effects of Big Data on Media Management*, Media and Change Management, Springer, (pages 55-71) (16 pages total) [https://link-springer-com.ezproxy.cul.columbia.edu/chapter/10.1007/978-3-030-86680-8\\_4](https://link-springer-com.ezproxy.cul.columbia.edu/chapter/10.1007/978-3-030-86680-8_4)

Green, M.N. (2010). *The Speaker of the House: A Study of Leadership*. Yale University Press. (Chapter 7) (203-222 pages) (20 pages total) <https://ezproxy.cul.columbia.edu/login?url=https%3a%2f%2fsearch.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26AuthType%3dip%26db%3de025xna%26AN%3d568268%26site%3dehost-live%26scope%3dsite>

Herring, P. (2017). *Presidential Leadership: The Public Relations of Congress and the Chief Executive*. London & Taylor. Chapters 3, 6 (pages 47-72, 111-127) (44 pages total) <https://doi-org.ezproxy.cul.columbia.edu/10.4324/9781315127347>

Holton, J. (2020). *Social Movement Thinking for Managing Change in Large-Scale Systems*. Journal of Organizational Change Management. Bradford. Vol. 33, Issue 5 (pages 697-714) (18 pages) [Social movements thinking for managing change in large-scale systems - ProQuest](https://www.proquest.com/social-movements-thinking-for-managing-change-in-large-scale-systems)

Jacobs, L., Lawrence E., Shapiro, R., Smith S. (1998). *Congressional Leadership of Public Opinion*. Political Science Quarterly, Vol. 113, No. 1 (pp. 21-41) (21 pages total). <https://www.jstor.org/stable/2657649>

Johnson, A. (2001). *Leadership and Social Movements: Self-emancipation and Leadership*. (Chapter 6) (96-115 pages) (20 pages total)

Lowell, J. (2021). *The Politics of Herding Cats: When Congressional Leaders Fail*. University of Michigan Press (Chapter 1, 2) (12-28, 24-57) (41 pages total) [https://www.fulcrum-org.ezproxy.cul.columbia.edu/epubs/db78tf19g?locale=en#/6/22\[Lovett\\_Politics-0011\]!/4/2\[ch03\]/2\[header0301\]/2/2\[p30\]/1:0](https://www.fulcrum-org.ezproxy.cul.columbia.edu/epubs/db78tf19g?locale=en#/6/22[Lovett_Politics-0011]!/4/2[ch03]/2[header0301]/2/2[p30]/1:0)

Palazzalo, D. (2004). *Congressional Leadership Encyclopedia of Leadership*. Sage Publications. (260-269), (9 pages total) <https://sk-sagepub-com.ezproxy.cul.columbia.edu/reference/leadership/n62.xml>

Rajnandini, P., Williams, E.A., Lowe, K.B., Jung, D.I. (2003). *Personality, Transformational Leadership, Trust and the 2000 Presidential Vote*. The Leadership Quarterly. Vol. 14, Issue 2, (pages 161-192) (32 pages total) [https://doi.org/10.1016/S1048-9843\(03\)00008-0](https://doi.org/10.1016/S1048-9843(03)00008-0)

Skowronek, S. (2008). *Presidential Leadership in Political Time: Reprise and reappraisal*. University Press of Kansas. (Chapters 2) (27-79 pages) (53 pages total)

### **Supplemental Readings (available through Canvas course site or web link)**

Lees-Marshmant, J. (2020). *Political Management: The Dance of Government and Politics*. Routledge, Chapter 5 (pages 112-153) (41 pages total) <https://doi-org.ezproxy.cul.columbia.edu/10.4324/9781003030515>

Davidson R., Hammond S., Smock R. (2018). *Masters of the House: Congressional Leadership Over Two Centuries*. Routledge. <https://doi-org.ezproxy.cul.columbia.edu/10.4324/978042949902>

Martinez, J., (2020). *Congressional Giants: Influential Leaders of Congress and How They Shaped American History*. Lanham: Lexington Books.  
<https://ezproxy.cul.columbia.edu/login?url=https%3a%2f%2fsearch.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26AuthType%3dip%26db%3dnlebk%26AN%3d2481256%26site%3dehost-live%26scope%3dsite>

Edwards, G. (2022). *Presidential Leadership: Politics and Policy Making*. Rowman & Littlefield.  
<https://ezproxy.cul.columbia.edu/login?url=https%3a%2f%2fsearch.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26AuthType%3dip%26db%3dnlebk%26AN%3d3173181%26site%3dehost-live%26scope%3dsite>

Eshaugh-Soha, M. (2011). *Breaking Through the Noise: Presidential Leadership, Public Opinion, and the News Media*. Stanford University Press.  
<https://ezproxy.cul.columbia.edu/login?url=https%3a%2f%2fsearch.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26AuthType%3dip%26db%3de025xna%26AN%3d390641%26site%3dehost-live%26scope%3dsite>

Fishman, E. (2001). *The Prudential Presidency: An Aristotelian Approach to Presidential Leadership*. Praeger.  
<https://ebookcentral.proquest.com/lib/columbia/detail.action?docID=3000709>

## Assignments and Assessments

Individual weekly assignments will account for 40% of the final grade, the partner presentation 15%, the final paper 30%, and class participation the remaining 15%. **Detailed rubrics for each assignment will be provided in Canvas.**

- **Class Participation, Attendance, and Responses** (15%) [L1, L2, L3, L4] You are expected to attend all class sessions, come to class online and on time, complete all assigned readings prior to class and come prepared to discuss these readings. The quality of everyone's learning experience is dependent on active engagement of all class members. You will be expected to ask questions, demonstrate your understanding of the material and how to apply it in a political situation, along with engaging in weekly online discussions. I will ask each of you for some basic information about your background and interests before the first week. The weekly discussion forums will require an initial response by Wednesdays and follow up to classmates by Sundays. You will also be asked to complete two self-reflections during the course. Full details will be provided in the Canvas course site.
- **Case Study Analyses** (40%) [L1, L2, L3]. The students will submit four (4) **weekly written individual assignments** which will be focused on case studies of political leadership and effective or ineffective change management in a political organization. The use of case studies allows students to apply and assess leadership theories in past and present political situations. The evaluation of these case studies will consist of:
  - Identify specific political contexts and challenges faced
  - Tie in theories of leadership
  - Analyze change management within political leadership structures and decipher strategies that were successful/unsuccessful
  - Suggest proposals to improve on leadership in specific scenarios.

- Discuss relevant quantitative measures of leadership
- **Partner Presentation (15%) [L1, L2, L3, L4].** Students will be divided into partners and will be assigned a case study regarding a major recent leadership figure and a related successful or unsuccessful policy initiative, legislative goal, or campaign situation. It will be based on the leadership theories and models studied, knowledge of change management, including the other major cases examined over the semester. The partners will prepare a **joint presentation** to be presented on the last day of class. Each Partner's Presentation will be conducted online on the last day of class in Module 7 and should last approximately ten minutes with Q&A afterwards. The partner presentations allow students to evaluate realistic leadership dilemmas and apply what they have learned directionally about implementing changes in political organizations..
- **Research Paper (30%) [L1, L2, L3, L4].** Each student will be required to submit a 15-20 page **research paper**. Your paper will analyze specific aspects of political leadership, applicability, political contexts, and modern day situational examples in politics with regards to change implementation and its success or failure. Further details on paper structure, the research itself, and much more regarding the paper will occur in Class Session 3, and in the course canvas site. Both the presentation and the paper should convey a thorough comprehension of the main leadership models, change management, and the ability to apply it all to modern political leadership circumstances. Students will assess ways to extend existing theories, and discuss the main implications for future political leaders.

Students may submit an outline of their research paper for review by Class Session Four (4). Additionally, students may submit a draft of their research paper by Class Session Five (5) for further feedback. This will allow students the ability to get an early response on the framework of the research paper, if they so choose. Students will be evaluated on their individual research and ability to formulate and conduct research on their chosen leadership theory and topic.

## Grading

The final grade will be calculated as described below:

### FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %

<b>F</b>	59.9% and below
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<b>Assignment/Assessment</b>	<b>% Weight</b>	<b>Individual or Group/Team Grade</b>
<b>Case Study Analysis 1</b> on Change Management in Campaign Leadership Situation	10%	Individual
<b>Case Study Analysis 2</b> on Change Management in Congressional Leadership Context	10%	Individual
<b>Case Study Analysis 3</b> on Change Management in Presidential Leadership Initiative	10%	Individual
<b>Case Study Analysis 4</b> on Change Management in Lobbying/Non-Profit Leadership Course of Action	10%	Individual
<b>Research Paper</b> on Political Leadership/Change Management	30%	Individual
<b>Partner Presentation</b> on a Political Leader - Success or Failure	15%	Team
<b>Class Participation</b>	15%	Individual

### Course Schedule/Course Calendar

<b>Module/Week</b>			
<b>Module/Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities/Assignments for this module</b>
Module 1  Course Outline, Requirements & Expectations  (L1, L2)	Topical introduction  Change Management  Analytics Uses & Applications for Leaders in Politics	Required: Gill, R. (2002). Journal of Change Management. Vol. 3, Issue 4 (pages 307-318) (11 pages total)  Cohen H. (2019). SAM Advanced Management Journal. Vol. 84, Issue 1. (pages 4+)	Complete readings  Attend the Class Session  Participate in “Getting to Know You Discussion” forum before the week begins  Participate in the Weekly Discussion Forum by posting an initial response by no later than Wednesday at 11:59 PM

		<p>Bentley, D. (2018). Choosing to Change: An Alternative Understanding of Change Management (Chapter 2 pages 22-25 &amp; 27) (Chapter 7 pages 95, 97, 105-108) (12 pages total)</p> <p>Green, G. &amp; Malthese E. (2022). Media and Change Management (pages 55-71) (16 pages total)</p>	<p>ET, and posting at least one additional response to your classmates' posts by no later than Sundays at 11:59 PM ET.</p>
<p>Module 2 (L1, L2, L3)</p>	<p>What is Political Leadership</p> <p>Campaign Leadership</p> <p>Major Leadership Theories</p> <p>Campaign Leaders/Managers use of Analytics</p>	<p>Required: Rajnandini, P., Williams, E.A., Lowe, K.B., Jung, D.I. Leadership Quarterly. Vol. 14, Issue 2, (pages 161-192) (32 pages total)</p> <p>DeSio, H. (2014). Campaign Inc. (1-236) (236 pages total)</p> <p>Northouse, Chapters 1-4 (1-18, 27-44, 56-72, 84-96 pages) (66 pages total)</p>	<p>Complete readings</p> <p>Attend the Class Session</p> <p>Case Study Assignment 1</p> <p>Participate in the Weekly Discussion Forum by posting an initial response by no later than Wednesday at 11:59 PM ET, and posting at least one additional response to your classmates' posts by no later than Sundays at 11:59 PM ET.</p>
<p>Module 3 (L1, L2, L3)</p>	<p>Congressional Leadership</p> <p>Situational Leadership</p> <p>Path-Goal</p> <p>Transformational / Exchange Leadership</p> <p>Congressional Leaders/Chief of Staffs Use of Analytics with Legislation</p>	<p>Required: Jacobs, Political Science Quarterly, Vol. 113, No. 1 (pp. 21-41) (21 pages total)</p> <p>Green, The Speaker of the House: A Study of Leadership Chapter 7 (203-222 pages) (20 pages total)</p> <p>Lowell, The Politics of Herding Cats: When Congressional Leaders Fail. (Chapter 1, 2) (12-28, 24-57) (41 pages total)</p> <p>Palazzalo, Congressional Leadership Encyclopedia of Leadership (Chapter 1, 2) (12-28, 24-57) (41 pages total)</p> <p>Northouse, Chapters 5-8 (109-119, 132-144, 157-172, 185-208 pages) (64 pages total)</p>	<p>Complete readings</p> <p>Attend the Class Session</p> <p>Case Study Assignment 2</p> <p>Research Paper Details</p> <p>Self-Reflection Activity #1</p> <p>Participate in the Weekly Discussion Forum by posting an initial response by no later than Wednesday at 11:59 PM ET, and posting at least one additional response to your classmates' posts by no later than Sundays at 11:59 PM ET.</p>

<p>Module 4 (L1, L2, L3)</p>	<p>Presidential Leadership</p> <p>Moral Leadership</p> <p>Ethics in Leadership</p> <p>Presidential Leadership/West Wing/EOB use analytics for policy/political initiatives</p>	<p>Required: Goethals, G. Annual Review of Psychology. Vol. 56. (pages 545-570) (26 pages total)</p> <p>Skowronek, Presidential Leadership in Political Time. Chapter 2 (27-79 pages) (53 pages total)</p> <p>Edwards, Changing Their Minds. Chapter 1 (pages 1-9) (9 pages total)</p> <p>Genovese, M. (2016). Presidential Leadership in an Age of Change (Chapter 2) (pages 27-52) (26 total pages)</p> <p>Herring, P., (2017). Presidential Leadership: The Public Relations of Congress and the Chief Executive. Chapters 3, 6 (pages 47-72, 111-127) (44 pages total)</p> <p>Northouse, Chapters 9, 10, 15 (221-236, 253-271, 422-443 pages) (57 pages total)</p>	<p>Complete readings</p> <p>Attend the Class Session</p> <p>Case Study Assignment 3</p> <p>Optional Research Paper Outline Submit</p> <p>Participate in the Weekly Discussion Forum by posting an initial response by no later than Wednesday at 11:59 PM ET, and posting at least one additional response to your classmates' posts by no later than Sundays at 11:59 PM ET.</p>
<p>Module 5 (L1, L2, L3)</p>	<p>Social Movement Leadership</p> <p>Lobbyists &amp; Non-Profit Leaders use of Analytics</p> <p>Adaptive Leadership</p> <p>Leader/Follower</p>	<p>Required: Holton, J. Journal of Organizational Change Management. Vol. 33, Issue 5 (pages 697-714) (18 pages)</p> <p>Behrens G. &amp; Neumaier, M. Management Review. Vol. 20, Issue 2 (pages 176-189) (14 pages total)</p> <p>Barker, Leadership and Social Movements Chapter 1 (1-23 pages) (22 pages total)</p>	<p>Complete readings</p> <p>Attend the Class Session</p> <p>Case Study Assignment 4</p> <p>Optional Research Paper Draft Submit</p> <p>Self-Reflection Activity #2</p> <p>Participate in the Weekly Discussion Forum by posting an initial response by no later than Wednesday at 11:59 PM</p>



		Johnson, Leadership and Social Movements Chapter 6 (96-115 pages) (20 pages total)  Northouse, Chapters 11, 13 (285-307, 352-378 pages) (50 pages total)	ET, and posting at least one additional response to your classmates' posts by no later than Sundays at 11:59 PM ET.
Module 6  (L1, L2, L3, L4)	Inclusive Leadership  Gender & Leadership  Team Leadership	Required: Northouse, Chapters 12, 14, 16 (322-338, 394-408, 461-483 pages) (55 pages total)	Complete readings  Attend the Class Session  Guest Speaker  Research Paper Due
Module 7  (L1, L2, L3, L4)	Partner Presentations		Attend the Class Session  Partner Presentations  Guest Speaker

## Course Policies

### *Participation and Attendance*

You are expected to complete all assigned readings, attend all class sessions, and engage with others in online discussions. Your participation requires you answer questions, and I look forward to an interesting, lively discussion. If you need to miss a class for any reason, please discuss the absence with me in advance. More than one absence will affect your grade, lowering your class grade by  $\frac{1}{3}$  of a grade for every additional absence after the first (e.g., from a B+ to a B).

### *Late work*

There will be no credit granted to any written assignment that is not submitted on the due date noted in the course syllabus without advance notice and permission.

### *Citation & Submission*

All written assignments must use standard citation format (e.g., MLA, APA, Chicago), cite sources, and be submitted to the course website (not via email).

## School and University Policies and Resources

### *Copyright Policy*

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

#### *Academic Integrity*

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <https://sps.columbia.edu/students/student-support/academic-integrity-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

#### *Diversity Statement*

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

#### *Accessibility*

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: <https://health.columbia.edu/services/ods/support>.

#### *Class Recordings*

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

#### *SPS Academic Resources*

The Office of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: <https://sps.columbia.edu/students/student-support/student-support-resources>.

#### *Columbia University Information Technology*

[Columbia University Information Technology](#) (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty and staff may access [University-provided and discounted software downloads](#).

#### *Columbia University Library*

[Columbia's extensive library system](#) ranks in the top five academic libraries in the nation, with many of its services and resources available online.

#### *The Writing Center*

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit <http://www.college.columbia.edu/core/uwp/writing-center>.

#### *Career Design Lab*

The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to <https://careerdesignlab.sps.columbia.edu/>

#### *Netiquette*

Online sessions in this course will be offered through Zoom, accessible through Canvas. A reliable Internet connection and functioning webcam and microphone are required. It is your responsibility to resolve any known technical issues prior to class. Your webcam should remain turned on for the duration of each class, and you should expect to be present the entire time. Avoid distractions and maintain professional etiquette.

**Please note:** Instructors may use Canvas or Zoom analytics in evaluating your online participation.

More guidance can be found at [https://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

Netiquette is a way of defining professionalism for collaborations and communication that take place in online environments. Here are some Student Guidelines for this class:

- Avoid using offensive language or language that is not appropriate for a professional setting.
- Do not criticize or mock someone's abilities or skills.
- Communicate in a way that is clear, accurate and easy for others to understand.
- Balance collegiality with academic honesty.
- Keep an open-mind and be willing to express your opinion.
- Reflect on your statements and how they might impact others.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.