

Course Outline

Winter 2016 Internship and Applied Policy Skills EURR 4206/5301

Course Instructor: Geoff Dubrow, MA, MPA

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Office hours: Wednesdays 3:45-5:45 PM (during weeks in which classes are held) RB 3302 or RB 3315

The class is held over six Wednesdays during the winter semester from 6-9 PM in RB 3302 as follows:

Wednesday, January 20th

Wednesday, January 27th

Wednesday, February 3rd

Wednesday, February 10th

Wednesday, February 24th

Wednesday, March 9th

Note: Due to the instructor's travel schedule, there is the possibility that some classes will have to be rescheduled on short notice. The instructor will inform students as early as possible and students' cooperation and understanding is appreciated.

COURSE OBJECTIVES

The course aims to provide student with the skills required to survive and thrive in their careers. The course focuses on empowering students to:

- Identify their functional skills
- Develop areas of knowledge expertise
- Develop a professional presence online
- Develop a Resume that markets their expertise and value-added
- Align their internship experience with their knowledge expertise and academic studies

This course will help students understand how the career landscape has changed over the last 50 years and understand the modern concept of the knowledge worker, and more recently, the knowledge citizen. Given the fact that today's workers are likely to change jobs (and even careers) several times over their lifetime, the course will focus on providing the tools required for students to manage their own careers.

The course also provides students with guidance and support in completing their internships, including appropriate decorum in a work environment and how to create synergies between internship and academic work.

Additionally, the course provides students with the skills required to support the completion of their internships, by reviewing the major types of assignments/job functions that students might take on/acquire in the federal government or other employment sectors.

DESCRIPTION OF LEARNING APPROACH

The course methodology is based upon the philosophy and five-step plan presented in the e-book *Real Life U™: Job Readiness 101*. This book is compulsory reading for the course. Instructions on how to purchase the e-book will be provided in class.

The course is interactive, with assignments based on the application of practical concepts that are introduced in class.

Wherever possible, guest speakers from a variety of sectors are invited to share their experience and perspectives with students.

Assignments are practical in nature, designed to help students to explore the job market, identify their functional and knowledge expertise and develop key products (such as their resumés).

Assignments will be graded in part based on the ability of students to incorporate guidance and best practices demonstrated by the instructor and contained in the course readings.

OVERVIEW OF ASSIGNMENTS AND GRADING SCHEME:

Assignment	Date assignment given	Due date	Grade
Brief statement highlighting functional skills and areas of expertise (maximum four-pages, double-spaced)¹	<i>Assignment based on in-class instruction on January 27</i>	<i>January 2016</i> <i>February 3, 2016</i>	<i>15%</i>
Oral presentation to class on labour market scan and one-page summary	<i>Assignment provided on January 20</i>	<i>February 3, 2016 (groups 1-3) and February 10, 2016 (groups 4-6)</i>	<i>15%</i>
Resumé makeover	<i>Assignment based on in-class instruction on February 10</i>	<i>February 24, 2016</i>	<i>25%</i>
Mock policy brief or analysis of overview of results-based management. (Maximum two pages single-spaced)	<i>Assignments based on in-class instruction on March 9</i>	<i>March 23, 2016</i>	<i>25%</i>
Internship report 5 pages (single-spaced)²	<i>Outline will be presented to students in the introductory class on January 20th. Paper will</i>	<i>April 1, 2016</i>	<i>15%</i>

¹ Undergraduate requirement: Undergraduate students are required to identify functional skills only.

² Undergraduate requirement: Required length of internship report is 2.5 pages (single-spaced).

<p><i>include self-evaluation of skills developed during the course as well as next steps students will take to continue developing their job readiness and workplace skills.</i></p> <p><i>Students will also be asked to identify how internship helped students gain knowledge expertise and next steps for applying that knowledge expertise.</i></p>	
<p><i>Class participation, demonstrated knowledge of readings in class</i></p>	5%

OVERVIEW OF CLASSES

JANUARY 20, 2016. INTRODUCTORY CLASS – OVERVIEW OF COURSE OUTLINE, KEY CONCEPTS

This introductory class will include basic information on the course, the assignments and details of the final internship report.

A number of key concepts will be discussed to set the stage for later classes, including:

- The notion of career “self management”
- The knowledge worker and knowledge citizen
- How developing marketable expertise and adding value to employers is crucial
- Robert Kiyosaki’s “cash flow quadrants”, which provide four types of generating income
- Overview of key principles of Real Life U™: Job Readiness 101

Required reading:

Burchard, Brendon, “The Millionaire Messenger”, chapter 3 (pp. 19-38).

Dubrow, Geoff. “Be the CEO of You, Inc.” (Ch.1), “Be Inspired But Find Your Own Way” (Ch. 2), “The Philosophy Behind Real Life U™(Ch. 3) and in *Real Life U™: Job Readiness 101*.

Kyosaki, Robert T. “Different Quadrants, Different People”, in *Rich Dad's Cash Flow Quadrant. Guide to Financial Freedom*, 2011, pp. 23-40.

Sutton, Melanie. Why we need knowledge workers to become knowledge citizens, www.sajim.co.za/index.php/SAJIM/article/download/214/210

Optional readings:

Drucker, Peter F. “Managing Oneself”. Harvard Business Review, March-April 1999, pp. 3-19.

Assignment – Labour Market Scan: In groups, students will research career options and identify prospective employers in a specific sector and report the results along with a one-page summary of their findings for distribution to the class.

Presentation and one-page summary due February 3rd for groups 1-3; due February 10th for groups 3-6. Grade for oral presentation/one-page summary: 15%.

JANUARY 27, 2016 KNOWING YOUR STRENGTHS – IDENTIFYING YOUR INTERESTS, FUNCTIONAL SKILLS AND AREAS OF POTENTIAL EXPERTISE

Note: It is strongly recommended that students complete a ‘TypeFocus’ test on Carleton Central before Class I. This is done by logging into Carleton Central, selecting ‘myCareer’ and then on the pop-up window, select ‘Career Services,’ ‘Resources,’ ‘Online Assessment Tools’ and then follow the instructions to log into ‘TypeFocus.’ Please bring the results of your personality self-assessment to class, both the description of your personality and the four-letter code associated with it. The assessment will be for your reference only, although you may choose to consult the instructor or Career Services for guidance.

This class will help students identify and understand the strengths they have acquired in their academic study and/or careers to date. Students will identify both their functional skills (i.e. transferable skills that can be applied in a variety of employment sectors and careers) and at least one area of marketable subject-matter knowledge expertise that they are developing. Students will learn about the value they can bring to the workplace and lay the groundwork for the development of their resumés.

Required reading:

Barron-Tieger, Barbara and Tieger, Paul D. “Who do you Think You Are?” and “The Formula For Career Satisfaction”, in *Do What You Are*, 2001, pp. 10-32 and 55-85.

Dubrow, Geoff. “The Advantages of the Real Life UTM Method” (Ch. 4) and “Step One: Identify Your Functional Skills and Knowledge Expertise” (Ch. 6) in *Real Life UTM: Job Readiness 101*.

McMaster University, Engineering Co-op and Career Services, List of Functional Skills –
http://www.eng.mcmaster.ca/eccs/documents/functional_skills.html

Optional readings:

Drucker, Peter F. “Know your strengths and values”. *The Essential Drucker*. Harper-Collins Publishers, 2001, pp. 217-224.

Assignment – Brief Functional Skill Statement: Students will write a brief statement highlighting their functional skills and areas of expertise. The above readings should be used to help the student identify their functional skills. Students are required to identify at least three functional skills and one area of knowledge expertise.³

³ Undergraduate requirement: Undergraduate students are required to identify functional skills only.

*Brief statement due at beginning of class on February 3rd. Maximum four pages double-spaced.
Grade for statement: 15%.*

FEBRUARY 3, 2016. LABOUR MARKET PRESENTATION (PART I) AND WORKING FOR “THE” GOVERNMENT

- In the first part of the class, groups 1-3 will make presentations related to working for the government sector (5-10 minutes maximum per group), highlighting career options, salary ranges and sample job descriptions.
- Information will be provided on post-secondary recruitment programs, the Federal Student Work Experience Program (FSWEP) as well as bridging opportunities through the co-operative education program.
- A guest speaker will be invited to talk about his/her experience working in the government sector.
- The final portion of the class will focus on developing students’ resumés. Now that students have identified their functional skills and areas of expertise, they will learn how to use their resumé to demonstrate their value-added to prospective employers. Additionally, perspective will be given to what hiring managers look for in resumés. Students are asked to submit their draft resumés electronically on January 27th so that they can be reviewed for comment in advance of the resumé workshop on February 10th.

Required reading:

Dubrow, Geoff. “Step Two: Research The Job Market (Ch. 7), “Step 3: Identify Prospective Employers” (Ch. 8) and “Step 4: Preparing Your Pitch” (Ch. 9) in *Real Life U™: Job Readiness 101*.

Optional readings:

Drucker, Peter F. “Focus on Contribution”. *The Essential Drucker*, Harper-Collins Publishers, 2001, pp. 207-216.

Marcus, John J. “The Resumé Makeover: 50 Common Resumé and Cover Letter Problems--and How To Fix Them”. Available as an online resource at Carleton University Library.

Pollack, Lindsey. “Market Yourself on Paper”. *Getting From College To Career*. Collins, 2007, pp. 193-212.

FEBRUARY 10, 2016. LABOUR MARKET SCAN (PART II) AND RESUME WORKSHOP

In the first part of the class, groups 3-6 will make presentations (5-10 minutes maximum per group) highlighting career options and employers in the following sectors of the labour market: the not-for-profit sector; international organizations and parliament/legislatures.

A resumé workshop will be held during the second part of the class. Special guests (current and former hiring managers) will take an active role providing feedback to students on their resumés.

Assignment – Resumé Makeover: Students work on improving the marketability of their Resumés based on guidance and feedback provided at Resumé workshop as well as best practices identified in the readings.

Due at the beginning of class on February 24th. 25% of grade.

FEBRUARY 24, 2016. DEVELOPING AN ONLINE PRESENCE AND REACHING OUT TO PROSPECTIVE EMPLOYERS:

With social networking, there is a plethora of ways for students to get the word out about themselves and to connect with prospective employers. This class will explore in greater detail:

- LinkedIn
- Twitter
- Facebook
- Blogging

Students will have the opportunity to see the value that an online presence can have through online networking and reaching out to prospective employers. Emphasis will be on developing short, succinct online profile statements demonstrating students' value-added.

The remainder of the class will focus on: (1) how to set up and conduct informational interviews; (2) how to prepare for and successfully navigate through a formal job interview. This includes how to ensure that the prospective employer is aware of your relevant expertise and functional skills as well as important questions to ask (and not to ask). Insight will also be provided into what employers are looking for during job interviews.

Required readings:

Dubrow, Geoff. "The Power of Social Media" (Ch. 5) and "Step 5: Reach out to Prospective Employers" (Ch. 10), in *Real Life U™: Job Readiness 101*.

Schepp, Brad and Schepp, Debra. How to Find a Job on LinkedIn, Facebook, Twitter, MySpace and Other Social Networks. McGraw-Hill Books, 2010.

Optional readings:

Dickinson, Arlene, "Persuasion. A New Approach to Changing Minds", Collins, 2011, chapter 7 (pp. 125-140); chapter 8 (especially 146-154); chapter 9 (155-171); chapter 10 (especially 173-177); and chapter 11 (especially 197-209).

MARCH 9, 2016. DECODING THE WORK ENVIRONMENT AND UNDERSTANDING WORK ASSIGNMENTS:

This class will examine the major types of assignments/job functions that students might take on/acquire in the federal government or other sectors as interns or upon graduation. These assignments/types of jobs include project manager and public policy analyst and monitor/evaluator.

Project vs. program management

- Who are project managers? – <http://www.pmi.org/About-Us/About-Us-Who-are-Project-Managers.aspx>
- What does it take to be a program manager – <http://www.pmi.org/en/Professional-Development/Career-Central/What-Does-it-Take-to-be-a-Program-Manager.aspx>

Policy analyst

- What is a public policy analyst? – <https://www2.careercruising.com/careers/profile-at-a-glance/359> (note: Carleton login required)
- US Office of Personnel Management definition of policy analyst – <https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/specialty-areas/policy-analysis-positions/>
- Writing for Government: How to Write a Briefing Note – <http://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html>
- Writing a policy brief/memorandum to cabinet – www.pco-bcp.gc.ca/docs/information/publications/mc/docs/mc-eng.doc

Performance Measurement & Evaluation

- Results-Based Management Tools at DFATD: A How-to Guide – http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/rbm_tools-gar_outils.aspx?lang=eng
- Program Evaluation Reference & Resource Guide For the Ontario Public Service – www.ontla.on.ca/library/repository/mon/20000/274278.pdf

Assignment – Mock Policy Brief or Analysis of RBM: Four-page maximum mock policy brief or overview of results-based management. Please ensure that your policy brief includes a clear purpose on what the issue is, provides some background on why this is an issue (the ‘so what?’), offers three policy options with their advantages and disadvantages, and provides your preferred option.

Grade for written exercise: 25%. Due on March 23rd.

ADDITIONAL RECOMMENDED READINGS FOR COURSE

O’Toole, James and Lawler III, Edward E. “The Work Itself”. *The New American Workplace*. Palgrave Macmillan Publishers, 2006, pp. 39-60.

O’Toole, James and Lawler III, Edward E. “Careers”. *The New American Workplace*. Palgrave Macmillan Publishers, 2006, pp. 83-92.

Pollack, Lindsey. "Gain Real World Experience". *Getting From College To Career*. Collins, 2007, pp. 129-168.

Academic Accommodations:

The Paul Merton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own". This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.