

Course Outline

Winter 2012 Internship and Applied Policy Skills EURR 4206/5301

Course Instructor: Geoff Dubrow

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Office hours: 4:30-5:45 PM prior to class except for Introductory Class.

The class is held over six Mondays during the semester from 6-9 PM in DT 1304.

- January 9th
- January 23rd
- February 6th
- February 13th
- February 27th
- March 12th

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

COURSE OBJECTIVES

The course is intended to help students enhance their job readiness skills. This can be summarized in the following points:

- Provide 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;
- Provide students with job skills training to support their internship experience, including how to develop areas of knowledge expertise pertinent to the job market, building a network and developing a marketable CV;
- Enable students to complete academic work analyzing their internship experiences

DESCRIPTION OF LEARNING APPROACH

Prior to every class (with the exception of the introductory class and class V), there is an online assignment that is to be completed. Students will be provided with the website address and a password at the introductory lecture. Before every class, students will be asked to watch a pre-class video (up to 30 minutes) and participate in the required activities. Since the classes will be predominately workshop-based, this will ensure that students come to class prepared to participate in the in-class exercises. During the online assignment, there will be discussion topics posted in the forums and students are expected to participate and contribute to the discussions being held. Class participation, which includes completing the online material, attendance, in-class participation and participation in the online forums, will account for 20% of the overall mark.

The online component will also contain:

- A reading list for the week (also in course outline)
- A list of web resources that students can start exploring prior to the class
- Forums for discussion and questions

OVERVIEW OF ASSIGNMENTS AND GRADING SCHEME

<i>Assignment</i>	<i>Date assignment given</i>	<i>Due date</i>	<i>Grade</i>
<i>Oral presentation to class on labour market scan and one-page summary</i>	<i>Presented in the first workshop on January 23rd.</i>	<i>To be presented during class on February 13th, 2012</i>	<i>15%</i>
<i>CV makeover</i>	<i>Assignment based on in-class instruction on February 6th.</i>	<i>February 27, 2012</i>	<i>25%</i>
<i>Internship report 10 pages (double-spaced)</i>	<i>Outline will be presented to students in the introductory class on January 9th. Report will focus on lessons learned, organizational mandate, and alignment between studies and internship OR will be a report submitted for your internship.</i>	<i>Due by email on March 5th, 2012.</i>	<i>20%</i>
<i>Mock policy brief or analysis of overview of results-based management. (Maximum four-pages double-spaced)</i>	<i>Assignments based on in-class instruction during class on March 12th.</i>	<i>Due by e-mail on March 26th.</i>	<i>20%</i>
<i>Attendance, class participation and online quizzes</i>	<i>Attendance and participation in all six classes, the online forum (minimum of SIX entries), online quizzes (if applicable) and any individual consultations</i>		<i>20%</i>

OVERVIEW OF ONLINE MODULES AND CLASSES

INTRODUCTORY CLASS: COURSE OUTLINE AND HOUSEKEEPING: JANUARY 9TH

This introductory class will allow the instructor and students to introduce themselves. This class will include basic information on the course, online log-in information, a quick overview of

LinkedIn, an overview of assignments, details of your 10-page internship report and addressing anything else that needs to be covered. Students are advised to bring their laptops to class.

ON-LINE MODULE I: YOUR CAREER—BECOMING AN EXPERT IN THE KNOWLEDGE ECONOMY OF THE 21ST CENTURY AND YOUR INTERNSHIP

This introductory online module will help students understand how the career landscape has changed over the last 50 years and examine the concepts of knowledge worker and knowledge citizen. Given the fact that people now change jobs (and even careers) several times over their lifetime, we will discuss the importance of having students manage their own careers. We will discuss how to develop areas of knowledge expertise and align studies with work experience. We will begin with how the internship experience can be used to align work experience to academic studies.

Required readings:

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

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

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

CLASS I: LEADING FROM YOUR STRENGTHS—IDENTIFYING YOUR INTERESTS, FUNCTIONAL SKILLS AND AREAS OF POTENTIAL EXPERTISE: JANUARY 23RD

*** 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. Of course, the assessment will be for your reference only.**

In-class workshop on identifying and developing functional skills and knowledge expertise. Students will work in groups to identify their functional skills, learn how to promote them and how to search for jobs with those skills. Students will also work on identifying and promoting their knowledge expertise

Required readings:

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

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

<p>Assignment: Students will research career options and employers in different sectors and report the results along with a one-page summary of their findings for distribution to the class. Oral presentation and one-page summary due for 2nd class. Grade for oral presentation/one-page</p>
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summary: 15%. Presentation due in class II. Detailed description of assignment to be presented as part of online module II.

ONLINE MODULE II: RESEARCHING THE JOB MARKET

This module helps students to research the job market in order to find out what types of jobs are available to students in their field of study. Students are introduced to a number of websites that can help them to identify and explore career options.

Students will also learn about how to diversify their employment options by becoming familiar with how to search and identify job opportunities with specific employers in different sectors, including Canadian and provincial governments, not-for-profit, international organizations and others.

CLASS II. RESEARCHING THE JOB MARKET AND IDENTIFYING PROSPECTIVE EMPLOYERS: FEBRUARY 6TH

Class presentations. Students will make presentations (5 minutes maximum) on career options and employers in different sectors.

Required reading:

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

MODULE III: PREPARING YOUR PITCH: GETTING THE WORD OUT ABOUT YOURSELF.

With social networking, there is a plethora of ways for students to get the word out about themselves and to connect with prospective employers. The following modalities will be explored in greater detail:

- LinkedIn
- Twitter
- Blogging

The perils of using Facebook will also be discussed.

Equal focus will be given to helping students develop a CV that allows prospective employers to clearly identify their value-added.

Required reading:

Marcus, John J.. "The Resume Makeover: 50 Common Resume 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.

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

CLASS III: CV MAKEOVER WORKSHOP: FEBRUARY 13TH

Students will bring two copies of their draft CV to class. Students will work in groups to peer review the CVs.

Assignment: Following class III, students will be tasked with recreating and redesigning their CV's into a marketable document. Due two weeks after class III. *25% of grade.*

MODULE IV: REACHING OUT TO PROSPECTIVE EMPLOYERS

This module is designed to help students to effectively communicate with prospective employers.

Required reading:

Arlene Dickinson, "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).

CLASS IV. COMMUNICATIONS SKILLS WORKSHOP: FEBRUARY 27TH

Workshop will focus on helping students to prepare to contact prospective employers and on interview skills.

CLASS V. DECODING THE WORK ENVIRONMENT AND WORK ASSIGNMENTS (NOTE: THERE IS NO PRE-CLASS MODULE FOR CLASS V): MARCH 12TH

This class will examine the major types of assignments/job functions students might take on as interns or upon graduation. These assignments/types of jobs include:

- Program management - <http://www.expertprogrammanagement.com/2011/06/what-is-program-management/>
- Policy advisor and the briefing note/policy brief - <http://www.thejohnsongroup.co.nz/content/what-does-policy-advisor-do>
- Results-based management (RBM) - <http://acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NIC-31595014-KEF>

Assignment: Four-page maximum (double-spaced) mock policy brief or analysis of overview of results-based management. Grade for written exercise: 20%

Required readings:

Program management - <http://www.expertprogrammanagement.com/2011/06/what-is-program-management/>

Policy advisor and the briefing note/policy brief - <http://www.thejohnsongroup.co.nz/content/what-does-policy-advisor-do>

Results-based management (RBM) - <http://acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NIC-31595014-KEF> and Government of Canada, Preparing and Using Results-based Management and Accountability Frameworks. Treasury Board Secretariat. Online at http://www.tbs-sct.gc.ca/eval/pubs/RMAF-CGRR/guide/guide_e.asp.

ADDITIONAL RECOMMENDED READINGS FOR COURSE

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

Government of Canada. Guide to Key Concepts In Governance and Development. Canadian International Development Agency. Government of Canada. Online at: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Canada%20Corps2/\\$file/CC_GuideToKeyConceptsInGovernance_EN.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Canada%20Corps2/$file/CC_GuideToKeyConceptsInGovernance_EN.pdf). pp. 1-10.

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 Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

It takes time to review and consider each request individually, and to arrange for accommodations where appropriate. Please make sure you respect these timelines particularly for in-class tests, mid-terms and final exams, as well as any change in due dates for papers.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

Plagiarism

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another”. (Calendar p. 48).

- Copying from another person’s work without indicating this through appropriate use of quotations marks and citations of footnotes.
- Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
- Submitting written work produced by someone else as if it were one’s own work (e.g. another student’s term paper, a paper purchased from a commercial term paper “factory”, material downloaded via the Internet, etc.)

In an academic environment plagiarism is a serious offence, and it is not a matter that can be dealt with by an informal arrangement between the student and the instructor. In all cases where plagiarism is suspected, instructors are now required to notify their departmental Chair, and the Chair in turn is required to report the matter to the Associate Dean of the Faculty. The Associate Dean makes a formal investigation and then decides on an appropriate sanction. Penalties can range from a mark of zero for the plagiarized work, to a final grade of F for the course, to suspension from all studies, to expulsion from the University. (Students should all be aware that the Senate classifies as an instructional offence the submission of “substantially the same piece of work to two or more courses without the prior written permission of the instructors involved.”)

Requests for Academic Accommodations

For Students with Disabilities:

“Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by their listed due dates.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor for alternate dates and/or means of satisfying academic requirements. Such request 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 not later than two weeks before the compulsory 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 students.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodations policies, or may contact an Equity Services Advisor in the Equity Services Department of assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.