

Course Outline

Winter 2013 Internship and Applied Policy Skills EURR 4206/5301

Course Instructor: Geoff Dubrow, MA, MPA

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Office hours: TBC

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

January 23

January 30

February 6

February 13

March 13

March 27

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 is possible and students' cooperation and understanding is appreciated.

COURSE OBJECTIVES

The course is intended to help students enhance their job readiness skills. Objectives include to:

- 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;
- 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 skills to support the completion of their internships

DESCRIPTION OF LEARNING APPROACH

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 knowledge citizen. Given the fact that people now change jobs (and even careers) several times over their lifetime, we will discuss the tools required for students to manage their own careers. We will discuss how to develop areas of knowledge expertise and align studies with work experience.

Emphasis will be on helping students to become job ready by developing increased self-awareness about their strengths, developing an online presence, a CV and interview skills.

Where ever possible, guest speakers will be invited to share their experience and perspectives with students.

Focus will also be on how the internship experience can be used to align work experience to academic studies.

Class participation, attendance, and in-class participation will account for 10% of the overall mark.

OVERVIEW OF ASSIGNMENTS AND GRADING SCHEME:

<i>Assignment</i>	<i>Date assignment given</i>	<i>Due date</i>	<i>Grade</i>
<i>Prepare a brief statement highlighting your functional skills and areas of expertise (maximum one-page, single spaced)</i>	<i>Assignment based on in-class instruction on January 30</i>	<i>February 6, 2013</i>	<i>5%</i>
<i>Prepare a one-page (single spaced) plan to develop your online presence. This can include opening or enhancing your LinkedIn site, blogging, Tweeting, etc.</i>	<i>Assignment based on in-class instruction on February 6</i>	<i>February 13, 2013</i>	<i>5%</i>
<i>Oral presentation to class on labour market scan and one-page summary</i>	<i>Assignment based on in-class instruction on February 6</i>	<i>February 13, 2013</i>	<i>15%</i>
<i>CV makeover</i>	<i>Assignment based on in-class instruction on March 13</i>	<i>March 27, 2013</i>	<i>25%</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 on March 27</i>	<i>April 3, 2013</i>	<i>20%</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>April 10, 2013</i>	<i>20%</i>

<i>Attendance and participation</i>	<i>Attendance, participation in all six classes and development of online presence</i>		<i>10%</i>
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OVERVIEW OF CLASSES

JANUARY 23, 2013. INTRODUCTORY CLASS – COURSE OUTLINE AND HOUSEKEEPING:

This introductory class will include basic information on the course, the assignments and details of your 10-page internship report.

A number of introductory concepts will be discussed, 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

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.

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

JANUARY 30, 2013 IDENTIFY YOUR STRENGTHS – IDENTIFYING YOUR INTERESTS, FUNCTIONAL SKILLS AND AREAS OF POTENTIAL EXPERTISE: DATE TBC

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 (what they are good at) and their knowledge expertise (what they know a lot about or where they would like to deepen their knowledge). Students will learn about the value they can bring to the workplace and the groundwork for the future development of their CVs and interview skills.

Required readings:

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.

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

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

Assignment – Brief Functional Skill Statement: Students will write a brief statement highlighting their functional skills and areas of expertise. Brief statement due at beginning of Class III. Maximum one-page, single-spaced. Grade for brief statement: 5%.

FEBRUARY 6, 2013. DEVELOP AN ONLINE PRESENCE:

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.

For the remainder of the class, the following assignments will be discussed:

Assignment – Developing Your Online Presence: Students will prepare a one-page (single-spaced) plan to develop an online presence, which will be used to attract the attention of prospective employers. This can include opening or enhancing your LinkedIn site, blogging, Tweeting, etc. One-page plan due at beginning of class on February 13. Grade for one-page plan: 5%.

Assignment – Labour Market Scan: 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 at beginning of class on February 13. Grade for oral presentation/one-page summary: 15%.

Required readings:

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

FEBRUARY 13, 2013. LABOUR MARKET PRESENTATION AND DEVELOPING YOUR CV:

In small groups, students will make presentations (5 minutes maximum) on career options and employers in different sectors of the labour market for the first part of the class.

The second part of class will focus on developing students' CVs. Now that students have identified their functional skills and areas of expertise, they will learn how to use their CV to demonstrate their value-added to prospective employers. Additionally, perspective will be given to what hiring managers look for in CVs.

Required reading:

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

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.

MARCH 13, 2013. CV WORKSHOP AND REACHING OUT TO PROSPECTIVE EMPLOYERS:

***Note: Students must to bring two copies of their draft CV to class.**

This class will build upon the previous session and focus on the development of CVs. Students will work in groups to improve their resumes and offer feedback to their group mates. The instructor will take an active role providing feedback to students on their CVs.

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 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).

<p>Assignment – CV Makeover: Following class V, students will work on improving the marketability of their CV's. Due at the beginning of class on March 27. <i>25% of grade.</i></p>

MARCH 27, 2013. DECODING THE WORK ENVIRONMENT AND WORK ASSIGNMENTS:

This class will examine the major types of assignments/job functions students might take on in the federal government 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>

Guest speaker(s) will discuss career options for working in the public service as well.

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.

<p>Assignment – Mock Policy Brief or Analysis: Four-page maximum (double-spaced) mock policy brief or analysis of overview of results-based management. Grade for written exercise: 20%. Due on April 3.</p>

ADDITIONAL RECOMMENDED READINGS FOR COURSE

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 Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: 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. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: 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. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Menton 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) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/> You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.