**Winter 2022**

**EURR 4206 / 5301**

**Internship and Applied Policy Skills**

Monday | 18:05 to 20:55 | LOCATION

Instructor: Dr. Peter Szyszlo

Office hours: By appointment

Contact: [peterszyszlo@cunet.carlteon.ca](mailto:peterszyszlo@cunet.carlteon.ca)

**Course description**

This course will provide students with practical skills that will help them in their transition from university to the labour market. Each class will cover an important aspect of career planning and applied policy skills, as well as introduce students to practical strategies and approaches to assist them launch a successful career. Students will learn how to apply new skills, network, interview, follow-up, develop professional agency and evaluate career options. The course will also review the fundamentals of work-integrated learning, applied policy skills, results-based management, and global competencies. The modules are designed to strengthen workplace contributions and complement classroom learning.

Students will participate in a series of reflective assignments. These assignments will deepen understanding of individual agency and strategies on achieving career goals.

This is an interactive course with practical excercises based on concepts introduced in class. Guest speakers will be invited to share their experiences and perspectives with students whenever possible.

**Assessment**

Assignment 1: Class presentation - 15%

Assignment 2: Resume - 20%

Assignment 3: Policy brief - 20%

Assignment 4: Interview strategies - 10%

Assignment 5: Internship report - 20%

Assignment 6: Building your personal brand - 10%

Class Participation - 5%

**Assignments**

Students must submit assignments electronically (via email or Brightspace). Unless otherwise specified by the instructor, the assignments should be single-spaced, 12-point font size with 1-inch margins. A penalty of 1 point will be subtracted for every day for late submissions and 2 points each subsequent day.

**Class Participation**

Since this is an advanced-level course, students are expected to read all the required texts and participate in class discussions by making insightful comments and asking pertinent questions about the topic. A class participation grade will be based on the quantity and quality of student contributions. Regular attendance is required for obtaining a participation grade.

**Course Schedule**

**10 January 2022** **Session 1: Theoretic foundations, concepts and approaches**

* Administration and course overview
* Fundamentals of the fourth industrial revolution, the knowledge economy, and human capital
* Introduction to work-integrated learning
* Mind the skills gap: Future ready skills, ‘upskilling’ and lifelong learning
* Workplace disruptions
* Customizing a resume: format, structure, and content
* Instructions for Assignment 1

**24 January 2022** **Session 2: Career mapping strategies: Planning for success**

* Navigating the changing labour market
* Drafting a custom resume
* Effectively communicating your accomplishments
* Student facilitators (class presentations)
* Instructions for Assignment 2

**7 February 2022** **Session 3: Employment search strategies and interview preparation**

* Developing a professional network
* Understanding individual agency and branding
* Establishing a professional network and presence on LinkedIn
* Strategies on preparing for an interview
* Introduction to the virtual career assessment lab
* Student facilitators (class presentations)
* Instructions for Assignment 3

**28 February 2022** **Session 4: Policy analysis**

* Fundamentals of policy analysis
* Understanding the role of a policy analyst
* Drafting a briefing note: Communicating research for change
* Student facilitators (class presentations)
* Instructions for Assignment 4

**14 March 2022** **Session 5: Project management**

* Understanding the role of a project manager
* Results-Based Management and the theory of change
* Student facilitators (class presentations)
* Instructions for Assignment 5

**21 March 2022** **Session 6: Going global**

* Fostering global competencies
* Cross-cultural skills and communication
* Student facilitators (class presentations)
* Instructions for Assignment 6

**Assignment 1: Class presentations [DUE: Weekly]**

Students will conduct group work to summarize readings assigned for each session. Each group will prepare a 1-page summary of their research and deliver a 10–15 minute in-class presentation of their findings.

**Assignment 2: Resume writing [DUE: 7 February 2022]**

Students will customize their resume to the specific requirements of a job posting. Students may select a specific vacancy on their own or choose from samples provided by the instructor.

**Assignment 3: Interview strategies [DUE: 28 February 2022]**

Students analyze interview questions to prepare responses and identify specific responses applying strategies discussed in class.

**Assignment 4: Policy brief [DUE: 14 March 2022]**

Students will write a 1000-word policy brief (plus a ½ page summary) to a senior decision maker. The brief should review relevant policies and/or programs, present and assess several options, and recommend a course of action. The brief should be informed by the course readings and in-class discussions.

**Assignment 5: Internship report [DUE: 21 March 2022]**

Graduate students will prepare a six-page report, while undergraduates will prepare a four-page report reflecting on their work experience and lessons learned. The report should highlight strategies used to complete tasks, a summary of successes and challenges, in addition to reflections on their future career pathway. Graduate students should make the link between the internship and their area of research expertise.

**Assignment 6: Personal branding assignment [DUE: 4 April 2022]**

The personal branding assignment will test the skills you learned from the course. This assignment aims to see growth in students’ personal and professional development; how they applied the new skills learned from the course and build a personal brand. Students will produce a four-page report which should be informed by the outcomes of the exercise, lessons learned, and topics discussed in class.

**Reading List**

**Session 1: Theoretic foundations, concepts and approaches**

Goel, V. (2021) “Universities have a once-in-a-century chance to reset. What should they look like post-COVID?” *The Globe and Mail*. 2 July. <https://www.theglobeandmail.com/opinion/article-universities-have-a-once-in-a-century-chance-to-reset-what-should-they/>

Malmqvist, J., Radberg, K.K., Lundqvist, U. (2015) “Comparative analysis of challenge-based learning experiences” Proceedings of the 11th International CDIO Conference, Chengdu University of Information Technology, 8-11 June.

<https://publications.lib.chalmers.se/records/fulltext/218615/local_218615.pdf>

MITACS (2020). *Mitacs submission to INDU — Canadian response to the Covid-19 pandemic.* <https://www.mitacs.ca/en/newsroom/publication/submission-standing-committee-industry-science-and-technology-canadian-response>

Pont, B. (2001). Competencies for the knowledge economy. Paris: OECD, pp. 100-118. <http://www.oecd.org/dataoecd/42/25/1842070.pdf>

Pretti, J. (et al.) (2021) “Development and validation of a future ready talent framework” *International Journal of Work-Integrated Learning.* 22(3). <https://www.ijwil.org/files/IJWIL_22_3_369_383.pdf>

Rogers, B. (2021). “Get ready for more workplace disruption” *Forbes*. 22 March.

<https://www.forbes.com/sites/brucerogers/2021/03/22/get-ready-for-more-workplace-disruption/?sh=60901a3c7bff>

Royal Bank of Canada (2018). “Humans wanted: How Canadian youth can thrive in the age of disruption” <https://www.rbc.com/dms/enterprise/futurelaunch/_assets-custom/pdf/RBC-Future-Skills-Report-FINAL-Singles.pdf>

**Session 2: Career mapping strategies**

Borsellino, R. “Beat the robots: How to get your resume past the system and into human hands” *The Muse*. <https://www.themuse.com/advice/beat-the-robots-how-to-get-your-resume-past-the-system-into-human-hands>

Carleton University Career Services. “Building your resume, cover letter, or CV?” <https://carleton.ca/career/job-search-support/resume-and-cover-letter-guides/>

Jackson, D; Fleming, J. & Rowe, A. (2019). “Enabling the transfer of skills and knowledge across classroom and work contexts” *Vocations and Learning*. No. 12, pp. 459–478. <https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=7558&context=ecuworkspost2013>

**Session 3: Employment search strategies and interview preparation**

Acosta, D. (2021). “Job interview preparation tips to help you stand out” *The Wall Street Journal*. 10 June. <https://www.wsj.com/articles/how-to-prepare-for-a-job-interview-11605107862>

King, L. (2020). “How to strategize your job search” *Forbes*. 16 November. <https://www.forbes.com/sites/allbusiness/2020/11/16/how-to-strategize-your-job-search/?sh=928262539d49>

Trull, S. G. (1964) “Strategies for effective interviewing” *Harvard Business Review*. January. <https://hbr.org/1964/01/strategies-of-effective-interviewing>

**Session 4: Policy analysis**

Cairney, P. & Kwiatkowski, R. (2017). “How to communicate effectively with policymakers: combine insights from psychology and policy studies” *Palgrave Commun*. 3(37) <https://doi.org/10.1057/s41599-017-0046-8>

Haynes, L. (et al) (2012). *Test, Learn, Adapt: Developing public policy with randomized control trials.* London: UK Cabinet Office.

<https://www.gov.uk/government/publications/test-learn-adapt-developing-public-policy-with-randomised-controlled-trials>

Young, J. & Mendizabal, E. (2019). *Helping researchers become policy entrepreneurs*. Briefing Paper 53. Overseas Development Institute. <https://odi.org/en/publications/helping-researchers-become-policy-entrepreneurs/>

Witter, L. & Chalaby, O. (2018) “Eight Tips for Communicating Ideas to Busy Policymakers” *Stanford Social Innovation Review*. 3 December.

<https://ssir.org/articles/entry/eight_tips_for_communicating_ideas_to_busy_policymakers>

**Session 5: Project management**

Earl, S., Carden, F. & Smutylo, T. (2001) “Outcome mapping: The theory” in *Outcome Mapping: Building Learning and Reflection into Development Programs*. Ottawa: International Development Research Centre, pp. 1­–17.

<https://www.idrc.ca/en/book/outcome-mapping-building-learning-and-reflection-development-programs>

Global Affairs Canada. (2016) “Part One: An introduction to results-based management” Results*-based management for international assistance programing at Global Affairs Canada: A how-to guide*. 2nd ed. Ottawa: Global Affairs Canada, pp. 7–34.

<http://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf>

Swiss, J.E. (2005). “A framework for assessing incentives in results-based management” *Public Administration Review*. 65(5), pp. 592–602.

<https://onlinelibrary.wiley.com/doi/10.1111/j.1540-6210.2005.00486.x>

**Session 6: Going global**

Deardorff, D.K. (2006). “Identification and assessment of intercultural competence as a student outcome of internationalization” *Journal of Studies in International Education.* 10(3), Fall, pp. 241-266. <https://journals.sagepub.com/doi/10.1177/1028315306287002>

Global Affairs Canada (2019). “Building on success: International education strategy 2019-2024” Government of Canada. <https://www.international.gc.ca/education/strategy-2019-2024-strategie.aspx?lang=eng>

Larsen, M.A. (2016) “Introduction” *Internationalization of Higher Education: An analysis through spatial, network, and mobilities theory*. New York: Palgrave, pp. 1–14.

Paris, R. & Biggs, M. (2018) “Why Canada needs a global education strategy” *International Journal*. Vol. 73(1), pp. 146-157. <https://journals.sagepub.com/doi/10.1177/0020702018768481>

**Plagiarism**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

* any submission prepared in whole or in part, by someone else;
* using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
* using another’s data or research findings without appropriate acknowledgement;
* submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
* failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

**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 accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form.

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 click here.

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).

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/equity/sexual-assault-support-services

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. [https://carleton.ca/senate/wp content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp%20content/uploads/Accommodation-for-Student-Activities-1.pdf)

**COVID-19 Prevention Measures**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton’s COVID-19 response and required measures, please see the University’s COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton’s COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.