

Winter 2019

EURR 4206 / 5301
Internship and Applied Policy Skills
Monday, 6:05 pm to 8:55 pm, RB3302

Instructor: Alisa Niakhai

Office hours: by appointment

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Course description:

The course aims to provide students with practical skills that will help them transition from academia into a professional world. Each class will cover an important aspect of career planning, and introduce students to practical strategies and approaches to help them launch a successful career. Students will learn how to apply, network, leverage social media, interview, follow-up and evaluate career options. The course will also review the fundamentals of policy development and project design, while strengthening analytical and communication skills.

This is an interactive course with practical assignments based on concepts introduced in class. Whenever possible, guest speakers will be invited to share their experience and perspectives with students.

Evaluation:

Participation - 5%

Assignment 1: labour market presentation - 15%

Assignment 2: resume - 20%

Assignment 3: interview - 20%

Assignment 4: policy brief - 20%

Assignment 5: logic model - 10%

Assignment 6: internship report - 10%

Assignments:

Students must submit assignments electronically (via email or CuLearn). Unless otherwise specified by the instructor, the assignments should be single-spaced, font size 12 and 1 inch margins. Penalty will apply to late submissions: 1 point will be subtracted for every 12 hours.

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Participation

Participation grade will be based on quantity and quality of contributions. Regular attendance is a prerequisite for obtaining a participation grade.

Assignment 1: labour market presentation [DUE: January 21, 2019]

In groups, students research career options and identify potential employers and positions. Each group prepares a 1 page summary of their research and delivers a 10 minute in-class presentation of their findings.

Assignment 2: resume [DUE: February 4, 2019]

Students tailor their resumes to respond to the requirements of a specific job. Students have to identify a specific job advertisement or use one of three sample advertisements provided by the instructor.

Assignment 3: interview [DUE: February 18, 2019]

Students analyse interview question to identify specific competencies and prepare responses, using strategies discussed in class.

Assignment 4: policy brief [DUE: March 4, 2019]

Students prepare a 2 page policy brief. Policy brief must include a clear purpose, background, considerations, and offer three policy options as well as a recommendation.

Assignment 5: logic model [DUE: March 18, 2019]

Students prepare a logic model based on a case study provided by the instructor.

Assignment 6: internship report [April 1, 2018]

Graduate students prepare a 6 page internship report, while undergraduates prepare a 4 page report. In their reports students should reflect on the work experience and what they learned: highlight strategies used to complete internship tasks, summarize what worked and what didn't, and outline next steps students will take to develop their careers. Additionally, graduate students should reflect on the link between the internship and their research interest and/or area of expertise.

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Course schedule:

- January 7, 2019 Session 1: self-inventory and introduction to resume writing
- Course administration
 - Identifying functional skills and knowledge expertise
 - Developing a resume: content, structure and format
 - Common career paths and entry-level jobs
 - Instructions for assignment 1
- January 21, 2019 Session 2: career landscape and tailoring a resume
- Assignment 1 is due: in-class presentation
- Understanding job descriptions and job requirements
 - Identifying and addressing skills gap
 - Communicating your accomplishments
 - Tailoring your resume
 - Instructions for assignment 2
- February 4, 2019 Session 3: job search strategies and interview prep
- Assignment 2 is due: revised resume
- Networking online and offline
 - Developing a personal pitch
 - Job interviews
 - Instructions for assignment 3
- February 18, 2019 Session 4: policy development
- Assignment 3 is due: interview
- Understanding policy cycle and work of a policy analyst
 - Understanding corporate documents
 - Developing a policy brief
 - Preparing for public sector exams
 - Instructions for assignment 4
- March 4, 2019 Session 5: project design
- Assignment 4 is due: policy brief
- Understanding work of a project/program officer
 - Results Based Management (RBM)
 - Evaluation and monitoring
 - Instructions for assignment 5

March 18, 2019

Session 6: oral and written communication

- Assignment 5 is due: logic model
- Developing presentation decks
- Understanding arguments
- Communicating with purpose
- Instructions for assignment 6

Reading list:

Session 1: self-inventory and introduction to resume writing	
Required:	<p>Conference Board of Canada, “Employability Skills”: https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=dd440e69_0</p> <p>Conference Board of Canada “Innovation Skills Profile 2.0”: https://www.conferenceboard.ca/docs/default-source/public-pdfs/InnovationSkillsProfile.pdf?sfvrsn=0</p>
Optional:	<p>Ted Talk, Alain de Botton “A kinder, gentler philosophy of success”: https://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success/transcript?language=en</p>
Session 2: career landscape and tailoring a resume	
Required:	<p>Ontario Public Service “Writing a Cover Letter and Resume: Tips, Tools and Resources”, pp.7-17: https://www.gojobs.gov.on.ca/Docs/OPS%20Cover%20Letter%20and%20Resume%20Writing%20Guide.pdf</p> <p>Millie Reinhardsen “Six tips to beat Applicant Tracking Systems”: https://www.jobscan.co/blog/the-top-simplest-six-tricks-to-beat-applicant-tracking-systems/</p>
Optional:	<p>Ted Talk, Larry Smith “Why you will fail to have a great career”: https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_great_career</p> <p>BBC, “Resume or CV? A global guide”, 2014: http://www.bbc.com/capital/story/20131022-resume-or-cv-a-global-guide</p>

Session 3: job search strategies and interview prep	
Required:	<p>Elisha Hartwig “How to effectively use Twitter as a job search resource”: http://mashable.com/2013/02/09/twitter-job-search/#ChlWKWWbikqr</p> <p>Northwestern University “Networking and connecting professionally on LinkedIn”: http://www.medill.northwestern.edu/career-services/offering/networking--connecting-professionally-on-linkedin.html</p>
Optional:	<p>Ted Talk, Amy Cuddy “Your body language shapes who you are”, 2012: https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are/transcript?language=en</p>
Session 4: policy development	
Required:	<p>PWGSC “Write clear and effective briefing notes”: http://www.bt-tb.tpsgc-pwgsc.gc.ca/btb.php?lang=eng&cont=241</p> <p>University of Victoria “How to write a briefing note”, 2013: http://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html</p>
Optional:	<p>John Hopkins University “A Not-So-Good Policy Brief”: http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/poor_brief.pdf</p>
Session 5: project design	
Required:	<p>Global Affairs Canada “Results-Based Management tools at Global Affairs Canada: a how-to guide”, 2016: http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/rbm_tools-gar_outils.aspx?lang=eng</p>
Optional:	<p>Treasury Board Secretariat “Results-Based Management Lexicon”, 2015: http://www.tbs-sct.gc.ca/hgw-cgf/oversight-surveillance/ae-ve/cee/pubs/lex-eng.asp</p>
Session 6: oral and written communication	
Required:	<p>PWGSC “Plain Language”: http://www.btb.termiumplus.gc.ca/tcdnstyl-chap?lang=eng&lettr=chapsect13&info0=13</p>
Optional:	<p>Dustin Wax “10 tips for more effective PowerPoint presentations”: http://www.lifehack.org/articles/featured/10-tips-for-more-effective-powerpoint-presentations.html</p>

REQUESTS FOR ACADEMIC ACCOMODATION

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

Pregnancy obligation

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 is 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

All suspicions of plagiarism will be dealt with according to the Carleton’s Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. 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. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 Richcraft Hall. 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

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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.