

## Course Outline

### **Winter 2015 Internship and Applied Policy Skills EURR 4206/5301**

**Course Instructor:** Geoff Dubrow, MA, MPA

**Email address:** Eurusinternships@rogers.com

**Office hours:** One hour before each class (first class excepted)

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

**January 8, 2015**

**January 15, 2015**

**January 22, 2015**

**January 29, 2015**

**February, 5, 2015**

**February 12, 2015**

**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 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 CV 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.

Finally, the course provides students with skills to support the completion of their internships, by reviewing the different types of assignments that may be given to work on.

## DESCRIPTION OF LEARNING APPROACH

The course methodology is based upon the philosophy and five-step plan featured in the book *Real Life U<sup>TM</sup>: Job Readiness 101*. This book is compulsory reading for the course and can be purchased online at <http://reallifeu.ca/thebook/>

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

Wherever possible, guest speakers 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 strengths, develop key products (such as their CVs), and develop plans for deepening their exposure to the job market (for example by developing an online presence).

## OVERVIEW OF ASSIGNMENTS AND GRADING SCHEME:

<b>Assignment</b>	<b>Date assignment given</b>	<b>Due date</b>	<b>Grade</b>
<b>Development of Professional Growth Plan (two pages)</b>	<i>Assignment based on in-class guided self-assessment conducted on January 8</i>	<i>January 15, 2015</i>	<i>5%</i>
<b>Brief statement highlighting functional skills and areas of expertise (maximum two-pages, single space)<sup>1</sup></b>	<i>Assignment based on in-class instruction on January 15</i>	<i>January 22, 2015</i>	<i>15%</i>
<b>Oral presentation to class on labour market scan and one-page summary</b>	<i>Assignment based on in-class instruction on January 8</i>	<i>January 22, 2015 (groups 1-3) and January 29, 2015 (groups 4-6)</i>	<i>15%</i>
<b>CV makeover</b>	<i>Assignment based on in-class instruction on January 29</i>	<i>February 5, 2015</i>	<i>20%</i>
<b>Prepare a two-page plan to develop your online presence. This can include creating/enhancing a LinkedIn site, blogging, Tweeting, etc.</b>	<i>Assignment based on in-class instruction on February 5</i>	<i>February 12, 2015</i>	<i>10%</i>

<sup>1</sup> Undergraduate requirement: Undergraduate students are required to identify functional skills only.

<p><i>Mock policy brief or analysis of overview of results-based management. (Maximum two pages single-spaced)</i></p>	<p><i>Assignments based on in-class instruction on February 12<sup>th</sup></i></p>	<p><i>March 12, 2015</i></p>	<p><i>20%</i></p>
<p><i>Internship report 5 pages (single-spaced)<sup>2</sup></i></p>	<p><i>Outline will be presented to students in the introductory class on January 8<sup>th</sup>. Paper will include self-evaluation of skills developed during the course (based on the guided self-assessment completed in class on January 8<sup>th</sup>) as well as next steps students will take to continue developing their job readiness and workplace skills. 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>April 2, 2015</i></p>	<p><i>15%</i></p>

**OVERVIEW OF CLASSES**

**JANUARY 8, 2015. INTRODUCTORY CLASS – OVERVIEW OF COURSE OUTLINE, KEY CONCEPTS, AND GUIDED SELF-ASSESSMENT:**

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

Students will complete a guided self-assessment to help them identify their current level of knowledge and confidence in applying job readiness skills. Students will be asked to develop a Professional Growth Plan, which will be due in class on January 15<sup>th</sup> (details below).

**Important note: Students will need to bring their laptops in order to complete the self-assessment**

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<sup>TM</sup>: Job Readiness 101

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

*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.

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](http://www.sajim.co.za/index.php/SAJIM/article/download/214/210)

**Assignment – Professional Growth Plan:** Based on the guided self-assessment completed in class on January 8<sup>th</sup>, students will be asked to identify and prioritize the job readiness skills and key workplace skills that they would like to strengthen by the end of the course. This will assist the instructor in supporting these goals during the course and will form the basis of students’ final internship report.

*Maximum two-page professional growth plan due at the beginning of class January 15<sup>th</sup>.*

*Grade: 5%*

**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 January 22<sup>nd</sup> for groups 1-3; due January 29<sup>th</sup> for groups 4-6. Grade for oral presentation/one-page summary: 15%.*

**JANUARY 15, 2015 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 (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.

Dubrow, Geoff. “The Advantages of the Real Life U<sup>TM</sup> Method” (ch. 4) and “Step One: Identify Your Functional Skills and Knowledge Expertise” (ch. 6) in *Real Life U<sup>TM</sup>: 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](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 on January 22nd. Maximum two pages. Grade for brief statement: 15%.*

#### **JANUARY 22, 2015. LABOUR MARKET PRESENTATION (PART I) AND DEVELOPING YOUR CV:**

In the first part of the class, groups 1-3 will make presentations (5-10 minutes maximum per group) highlighting career options and identifying prospective employers in a specific sector of the labour market.

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 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.

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<sup>TM</sup>: Job Readiness 101*.

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.

#### **JANUARY 29, 2015. LABOUR MARKET SCAN (PART II) AND CV WORKSHOP**

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

In the first part of the class, groups 4-6 will make presentations (5-10 minutes maximum per group) highlighting career options and employers in different sectors of the labour market.

The second part of the class will build upon the previous class on “developing your CV”. Special guests will talk about take an active role providing feedback to students on their CVs.

**Assignment – CV Makeover:** Students work on improving the marketability of their CV’s based on feedback provided in class.

*Due at the beginning of class on February 5<sup>th</sup>. 20% of grade.*

**FEBRUARY 5, 2015. DEVELOP 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.

**Assignment – Developing Your Online Presence:** Students will prepare a two-page 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.

*Plan due at beginning of class on February 12<sup>th</sup>. Grade for one-page plan: 10%.*

*Required 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).

Dubrow, Geoff. “The Power of Social Media” (ch. 5) and “Step 5: Reach out to Prospective Employers” (ch. 10), in *Real Life U<sup>TM</sup>: 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.

## **FEBRUARY 12, 2015. DECODING THE WORK ENVIRONMENT AND UNDERSTANDING WORK ASSIGNMENTS:**

This class will examine the major types of assignments/job functions/functional skills 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](http://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](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](http://www.ontla.on.ca/library/repository/mon/20000/274278.pdf)

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

**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: 20%. Due on March 12.*

#### **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**

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](mailto: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.