

Course Outline

Winter 2014 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 Wednesdays during the winter semester from 6-9 PM in RB 3302:

January 8, 2014
January 15, 2014
January 22, 2014
January 29, 2014
February 12, 2014
February, 26, 2014

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

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 will help 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

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.

DESCRIPTION OF LEARNING APPROACH

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).

Attendance, and in-class participation will account for 5% 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>Oral presentation to class on labour market scan and one-page summary</i>	<i>Assignment based on in-class instruction on January 8</i>	<i>January 22, 2014</i>	<i>15%</i>
<i>Prepare a brief statement highlighting your functional skills and areas of expertise (maximum two-pages, single spaced)</i>	<i>Assignment based on in-class instruction on January 15</i>	<i>January 29, 2014</i>	<i>10%</i>
<i>CV makeover</i>	<i>Assignment based on in-class instruction on January 29</i>	<i>February 12, 2014</i>	<i>25%</i>
<i>Prepare a two-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 12</i>	<i>February 26, 2014</i>	<i>10%</i>
<i>Mock policy brief or analysis of overview of results-based management. (Maximum two pages single-spaced)</i>	<i>Assignments based on in-class instruction on February 26</i>	<i>March 12, 2014</i>	<i>20%</i>
<i>Internship report 5 pages (single-spaced)</i>	<i>Outline will be presented to students in the introductory class on January 9th. Report will focus on next steps students will</i>	<i>April 2, 2014</i>	<i>15%</i>

	<i>undertake in career search based on lessons learned, labour market scan and implementation of “online presence plan”.</i> <i>Students will also be asked to identify how internship helped students gain knowledge expertise and next steps for applying that knowledge expertise.</i>		
<i>Attendance and participation</i>	<i>Attendance, participation in all six classes and development of online presence</i>		5%

OVERVIEW OF CLASSES

JANUARY 8, 2014. INTRODUCTORY CLASS – OVERVIEW OF KEY CONCEPTS, COURSE OUTLINE AND HOUSEKEEPING:

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

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

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

Assignment – Labour Market Scan: In groups, students will research career options and prospective employers in a specific sector and report the results along with a one-page summary of their findings for distribution to the class. One-page summary due at beginning of class on January 22 for all students regardless of presentation date. Grade for oral presentation/one-page summary: 15%.

JANUARY 15, 2014 IDENTIFY 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.

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 on January 29. Maximum two pages, single-spaced. Grade for brief statement: 10%.

JANUARY 22, 2014. LABOUR MARKET PRESENTATION (PART I) AND DEVELOPING YOUR CV:

In the first part of the class, three group presentations (5-10 minutes maximum per group) will highlight career options and 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.

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, 2014. 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, three group presentations (5-10 minutes maximum per group) will highlight 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 12. *25% of grade.*

FEBRUARY 12, 2014. 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 (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. Plan due at beginning of class on February 26. 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).

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

FEBRUARY 26, 2014. 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.

Assignment – Mock Policy Brief or Analysis: Four-page maximum (double-spaced) mock policy brief or analysis of 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 finally provides your preferred option. Grade for written exercise: 20%. Due on March 12.

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.