

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

Instructor: Alisa Niakhai

Office hours: Wednesdays, 5:30 pm – 6:30 pm, RB3315

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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: critical analysis - 15%

Assignment 4: policy brief - 20%

Assignment 5: logic model - 10%

Assignment 6: internship report - 15%

Bonus points - up to 3%

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.

Participation

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

Assignment 1: labour market presentation [DUE: February 5, 2018]

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 16, 2018]

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: critical analysis [DUE: February 26, 2018]

Students deconstruct an argument, identifying premises, conclusions and any fallacies it happens to commit. Students then reconstruct the argument using the techniques presented in class.

Assignment 4: policy brief [DUE: March 12, 2018]

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 26, 2018]

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

Assignment 6: internship report [April 11, 2018]

Graduate students prepare an 8 page internship report, while undergraduates prepare a 5 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.

Bonus points

Students are encouraged to network and set up informational interviews. For each 'networking' e-mail that received a positive response, students will receive 0.5%, up to a maximum of 3% (i.e. 6 emails).

Course schedule:

January 22, 2018	Session 1: self-inventory and introduction to resume writing <ul style="list-style-type: none">● 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
February 5, 2018	Session 2: career landscape and tailoring a resume <ul style="list-style-type: none">▶ <u>Assignment 1 is due: in-class presentation</u>● Understanding job descriptions and job requirements● Identifying and addressing skills gap● Communicating your accomplishments● Tailoring your resume● Instructions for assignment 2
February 12, 2018	Session 3: job search strategies and critical thinking <ul style="list-style-type: none">▶ <u>Assignment 2 is due on Feb. 16: revised resume</u>● Networking online and offline● Developing a personal pitch● Understanding and evaluating arguments● Instructions for assignment 3
February 26, 2018	Session 4: policy development <ul style="list-style-type: none">▶ <u>Assignment 3 is due: critical analysis</u>● Understanding policy cycle and work of a policy analyst● Developing a policy brief● Understanding corporate documents● Preparing for public sector exams● Instructions for assignment 4
March 12, 2018	Session 5: project design <ul style="list-style-type: none">▶ <u>Assignment 4 is due: policy brief</u>● Understanding work of a project/program officer● Results Based Management (RBM)● Evaluation and monitoring● Instructions for assignment 5

March 26, 2018

Session 6: oral and written communication

- Assignment 5 is due: logic model
- Preparing for interviews
- Developing presentation decks
- Instructions for assignment 6

Reading list:

Session 1: self-inventory and introduction to resume writing	
Required:	<p>Barron-Tieger, Barbara and Tieger, Paul “Who Do You Think You Are?” and “The Formula For Career Satisfaction”, in <i>Do What You Are</i>, 2001, pp. 10-32 and 55-85.</p> <p>Conference Board of Canada, “Employability Skills 2000 +”: http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb</p> <p>Conference Board of Canada “Innovation Skills Profile 2.0”: http://www.conferenceboard.ca/Libraries/PUBLIC_PDFS/InnovationSkillsProfile.sflb</p>
Optional:	<p>Ted Talk, Alain de Botton “A kinder, gentler philosophy of success”, 2009: 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” (2015), 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”, 2015: 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”, 2011: 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 critical thinking	
Required:	<p>Elisha Hartwig "How to effectively use Twitter as a job search resource", 2013: 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-developement/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>

Academic Accommodations:

The Paul Merton 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 the instructor 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 the Carleton's Academic Integrity Policy (<https://carleton.ca/registrar/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 River Building. 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
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.