# JSGS 884 – Professional Planning

| UNIVERSITY OF SASKATCHEWAN CAMPUS | |
|---|---|
| INSTRUCTOR: | Alastair MacFadden |
| PHONE: | |
| E-MAIL: | alastair.macfadden@usask.ca |
| OFFICE HOURS: | By appointment |
| OFFICE LOCATION: | 143 Diefenbaker Building |
| TERM: | Term 4, Spring 2022 |
| ROOM: | DIEF 137 |
| DATE AND TIME: | **Mandatory online class Wednesday April 27, 2022 from 5:30-8:30pm**<br><br>Workshops Wednesdays 5:30-7:30pm<br><br>Students will be scheduled individually to deliver their Capstone presentations from June 27-30 between 9:00am and 4:00pm |

*The syllabus for this course is comprised of this document plus the document titled "JSGS Common Syllabus 2021-22."*

## INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course has been developed with contributions from Candy Ho, Jamie Mayoh-Bauche, Kurtis Boyer, Bruno Dupeyron, Glenna Dureau-Sargsyan, Martin Boucher, Justin Longo, Ken Rasmussen, Chris Gunter, and Elizabeth Schwartz.

## CALENDAR DESCRIPTION

This course requires the development, submission, and validation of a professional portfolio at the end of the student's MPA program along with a final project and presentation. Each student will gather, archive, organize, assess, and demonstrate evidence of proficiency in each MPA competency area.

## LEARNING OBJECTIVES

This course is designed to help students leverage their MPA to achieve their career goals. The class allows students to synthesize and demonstrate the knowledge and competencies developed in the MPA program and other life experiences. Students will sharpen their career management skills to help them realize the full value of their MPA.

By the end of the course, active participants in this class will have the skills necessary to conduct an effective job search, and a professional portfolio that showcases their best work and their unique career identity. In addition to the professional portfolio, all students must complete a presentation. The presentation will demonstrate the student's understanding and ability to find, assess, use, and recommend "the best" evidence applicable to a public policy issue. An understanding of relevant public

policy institutions, democratic processes, organizational environments, and an ability to communicate in a clear and professional manner are required elements of the capstone project.

Objectives of the class are to:

- Help students connect their education to what they want to achieve in their personal and professional lives.
- Facilitate understanding of their career identity, and why, how and with whom they will work as they advance in their career.
- Enable career growth for a diverse student population, including those who think they know their next steps and those who are still figuring that out.
- Develop a professional portfolio that collates evidence of their learning, skills, and experience, and deliver a corresponding presentation.

## COURSE CONTENT AND APPROACH

This is a required course for all MPA students and is taken in the last semester of a student's MPA program. The class allows students to exercise their skills as reflective practitioners, including the skills required to use research to improve the practice of public administration, and the career management skills to enable lifelong learning and growth. This class is designed to help students consolidate their thinking about public administration and apply it to their career path.

Assignments will integrate the student's learning and professional identity. Students will reflect on their MPA experience and associate it with their career aspirations. Assignments will reveal insight into the knowledge, skills and competencies required for leaders in public administration and provide evidence to show that the student has acquired these attributes.

This course activities are self-directed and highly experiential. Students will complete two major assignments: 1) a final presentation where they reflect on, synthesize, and apply what they have learned from their MPA experience; and 2) a professional portfolio to support their career advancement. The schedule below allows students to accumulate the required sections of these final assignments by completing small milestone projects during the term.

Workshop sessions will help students develop their professional portfolio and career management skills. They will offer guidance and dedicated time to work on required elements of the final assignments. Topics will include an exploration of personal skills and strengths, writing resumes and cover letters, job search skills, labour market information, interview skills and informational interviewing. Students will support discussion in these sessions through a Web Safari, as described below under course format.

Students will spend the term preparing their portfolio and presentation to demonstrate competence in the areas listed below:

**Analysis and Use of Evidence** – ensuring that MPA graduates know how to use evidence and other analytical skills in the policy development process

**Politics and Democracy** – ensuring that MPA graduates have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and

**Policy Delivery** – ensuring that MPA graduates understand the importance of effective delivery and ongoing evaluation of public policy.
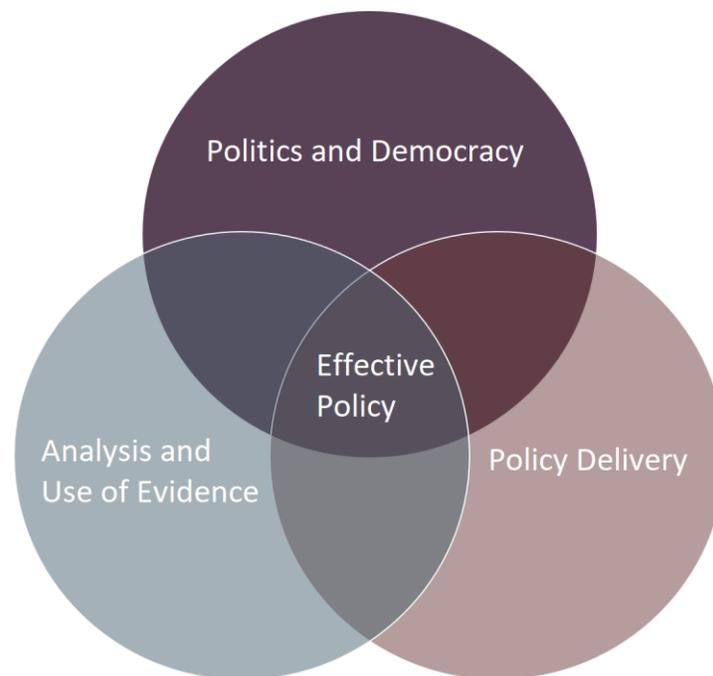


## COURSE FORMAT

JSGS students have told us they prefer in-person instruction. JSGS is pleased to offer this class in person and on-site when permitted by the latest protocols for health and safety at the University of Saskatchewan. Please refer to this information so that you are prepared for a great experience on campus.

This class is designed for synchronous instruction that complements learning material found on PAWS. Your regular attendance at synchronous sessions offers the best opportunity to ask questions, make connections, and participate in learning based on the learning material.

Students are encouraged to bring a laptop or other wifi-enabled mobile device when we are in the classroom. This will enhance your experience by giving you access to online tools that allow classroom polls, surveys, and other collaboration tools that we may use this term. **Students who cannot attend in-person classes in person must contact the instructor in advance about accessing the class remotely, because it will impact class activities.**

**Web Safari**

We are going to collectively build a repository of news stories, articles, videos, blog posts, and other web-accessible resources related to each of the workshop themes and content. Students will choose two workshop themes and find a useful, related resource. The sign-up sheet is found in Canvas. Students will post a link to their resource on Canvas along with the title of the resource, and a 2-3 sentence description of why it is interesting and important. Posts are due at 1 pm on the Tuesday of each course week. As each workshop begins, the students who've made a post that week are given time to describe

the relevance to career advancement and why we should review the resource they've found. The presentation is meant to be very brief and informal. For more information on the learning objectives behind this exercise, see "[The Web Safari: Connecting Theory to Practice Through Student-Led Discovery of Contemporary Material]."

## SCHEDULE

Each student must prepare an individualized portfolio and presentation. The schedule below breaks down the assignments into specific tasks to be completed during the term.

**All students must attend a required seminar on April 27.** The instructor will also host workshops each week to support progress on assignments. These will be optional workshops and they will take place synchronously (in real time).

Below are target dates for students to complete key elements of their portfolio and capstone project:

| Week | Date | Task |
|------|------|------|
| 1 | **REQUIRED SEMINAR** **April 27** | Workshop Topic: Your career as your life story<br><br>*Portfolio* – Choose a job opportunity you would like to pursue and find an electronic version of a job advertisement for your portfolio. Draft 1 of letter to yourself. |
| 2 | May 4 | Workshop Topic: Skills, abilities, and traits<br>Web Safari Canvas Posts due Tuesday May 3 at 1pm.<br>*Portfolio* – Complete your cover page and mission statement |
| 3 | May 11 | Workshop Topic: Networking and informational interviews<br>Web Safari Canvas Posts due Tuesday May 10 at 1pm.<br>*Portfolio* – Prepare questions and schedule two informational interviews (complete interviews before June 15) |
| 4 | May 18 | Workshop Topic: Resumes and LinkedIn Profile<br>Web Safari Canvas Posts due Tuesday May 17 at 1pm.<br>*Portfolio* – Work on detailed resume and [LinkedIn Profile] |
| 5 | May 25 | Workshop Topic: Cover letters, mission statements and artifacts<br>Web Safari Canvas Posts due Tuesday May 24 at 1pm.<br>*Portfolio* – Complete your detailed resume and LinkedIn Profile |
| 6 | June 1 | Workshop Topic: Interview skills<br>Web Safari Canvas Posts due Tuesday May 31 at 1pm.<br>*Portfolio* – Compete Education section, mission statement and artifacts |
| 7 | June 8 | Workshop Topic: Meaning of work and future work skills<br>Web Safari Canvas Posts due Tuesday June 7 at 1pm.<br>*Portfolio* – Complete informational interviews before June 15. Complete cover letter. Develop list of references. Draft 2 of letter to yourself. |
| 8 | June 15 | Workshop Topic: Career happenstance and workplace success. Discuss results of informational interviews. Feedback on first drafts of Capstone projects<br>Web Safari Canvas Posts due Tuesday June 14 at 1pm.<br>*Portfolio* – Complete short version of resume targeted to specific job |
| 9 | June 22 | Workshop Topic: Lifelong Learning.<br>Web Safari Canvas Posts due Tuesday June 21 at 1pm. |

| | | presentation<br>***Portfolio*** – Review rubric and finalize content |
|---|---|---|
| | June 25<br>11:59pm | **Submit portfolio** |
| | <mark>June 27-30</mark> | <mark>Individual capstone presentations between 9:00am and 4:00pm</mark> |

## REQUIRED READINGS

There is no required textbook. Students can expect readings and links to accompany classroom activities. These resources and related exercises will support the development of each student's unique professional portfolio. See above for the description of our Web Safari to support peer learning in workshops.

## ASSIGNMENTS

To successfully complete the course, students in JSGS 884 must complete the following:

1. **Professional Portfolio.** A portfolio is a presentation of your professional identity, including your background, your expertise, and interests, and key artifacts related to your education and experience. It helps you showcase and demonstrate your competencies to prospective employers, community groups, boards or a wider audience.  The portfolio will be prepared in an electronic format with multiple sections. See hyperlink for detailed requirements.

   **The portfolio is to be submitted by June 25 at 11:59pm**.

2. **Capstone Presentation.** Deliver a 15-minute presentation to a panel that can consist of public service professionals, professors, and alumni. Students will receive feedback and answer questions from the panelists immediately following their presentation. See hyperlink for detailed requirements.

   **Presentations to be submitted by June 25 at 11:59pm**. **Presentations will take place during the week of June 27-30.**

## EVALUATION

This course is graded on a Pass/Fail basis.  To pass the course, students must participate in class activities, including self- and peer assessments, and submit all assignments and earn an overall grade of Pass.

## LATE ASSIGNMENTS

Late assignments will not be accepted without making prior arrangements with the instructor.

## ENROLLMENT LIMIT

Class enrollment will be limited to 30 students.

In person classes will include students from JSGS 884 and JSGS 892.