



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6890 Special Topics: Professional and Personal Competencies for Post-Graduate Life (1 credit hour)

Instructor Information

- Jillian Baer, Graduate Programs Coordinator
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- Alex Toomey, Assistant Director of Career Services
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Class Meeting Information

- Tuesdays – 11:30am – 1:20pm
- Page Hall 060
 - *This class will run during the First Session of Spring Semester (1/11/16 – 2/26/16)*

Both instructors are available for appointments Monday-Friday from 9am-5pm. To schedule an appointment on one of their calendars, please reach out to the 110 staff at glenn-110desk@osu.edu or 614-292-9633.

Course Description

Public administration professionals face an ever-changing professional landscape in a variety of occupations across the public, nonprofit, and private sectors. According to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), it is almost impossible to list every type of job that an MPA graduate may pursue due to the near limitless options across the public, nonprofit, and private sectors. (<http://naspaa.org/students/faq/faq.asp>) The John Glenn College of Public Affairs does an excellent job of teaching its students the technical aspects of public service that employers demand in the job market. This class is designed to assist students of the Glenn College in connecting this technical course content to their own identity, strengths, and career trajectory in a way that will contribute to a successful job search.

Course Objectives

At the end of the course, students will be able to:

- Identify their own strengths, identity, and leadership style and how it relates to their job search and career trajectory
- Discuss ideas of diversity and inclusion and be able to articulate otherness and how it applies to their development
- Create a comprehensive career development plan, including specifically tailored application materials, communication tactics, and a plan of action upon graduation
- Recognize applicability of technical academic program content to their unique job search
- Utilize a variety of social media platforms during the job search as well as professionally in the workplace

Attendance Policy

This course has a compressed number of meeting days so attendance at each class session is critical and mandatory.

Academic Integrity (Academic Misconduct)

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct."

Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

Accommodation Policy

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Statement Regarding Mental Health at Ohio State

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. **CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at www.suicidepreventionlifeline.org.**

Workload/Course expectations

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments.

Required Text(s)

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. (ISBN: 1595620257)

- This book is readily available online via resources such as Amazon.com.
- You **must** purchase this book **new** to ensure that you have the access code necessary to take the StrengthsFinder assessment. There should be an unopened grey packet in the back of the text, which will indicate the code is still valid.

Grading

93 – 100	A	80 - 82	B-	68 – 69	D+
90 – 92	A-	78 - 79	C+	64 – 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

Grade Appeals

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Class Assignments

All assignments should be turned in via Carmen Dropbox by the start of class unless otherwise indicated

Attendance and Participation – 5%

- All students are expected to be in attendance at each class session
- All students should have read the required text **PRIOR** to the class session indicated so that you can be an active participant in class discussion over the reading
- All students will be engaged participants in classroom discussions and their own group assignments

Strengths Reflection – 10%

Write a 2-3 page reflection on the StrengthsFinder assessment and the in-class discussions. Include the results from your assessment, how you feel about the results, what you learned in the class activities about your strengths and others', and finally, how you can utilize this new knowledge moving forward as a Glenn College student and after your academic career at Ohio State.

DUE: Tuesday, January 26th, 2016

Career Development Plan – 15%

When any organization creates a new campaign, they must also develop a plan by which to successfully launch it. In a job search, the “product” is you and your career. The assignment is located in Carmen under the “Career Development Plan Assignment” area. This assignment will help you focus your strategy by articulating several key elements needed for success, which will help to more effectively put your strategy into action.

DUE: Tuesday, February 2nd, 2016

Resume and Cover Letter Assignment – 15%

See Appendix A for explanation and rubric

DUE: Tuesday, February 9th, 2016

A Walk on the “Other” Side Activity – 20%

As part of this course, students are expected to engage and experience “otherness” While this is a true experiment and deliberately designed to place individuals in moments of difference (and disequilibrium), it is possible for one to *walk away* from this assignment with a sense of *what it is like to be othered* (and uncomfortable), learning a bit about another person’s culture, life experiences, and background. In pairs of two assigned by the instructors, students are expected to (a) work with their assigned partner to identify an aspect of “other” from which you can learn (b) develop two “self & other” experiences where partner A will join partner B in some activity, event, moment, or setting that *might* reveal to partner A some portion of partner B’s “lived reality” and vice versa and (c) prepare an oral presentation to share in class (e.g., what you did, where/when, how you felt, meanings made). See Appendix B for grading rubric.

DUE: Tuesday, February 16th, 2016

Final Group Project – 35%

One of the goals of this course is for students to take the knowledge gained in the Glenn College curriculum and use that knowledge in their personal and professional development. For the final assignment, students will work in groups assigned by the instructor to write a culminating presentation and paper. In 9-12 pages (max), explain how you plan to Turn your Passion into Policy by identifying a specific policy or cause you wish to improve on the OSU campus or within the Columbus community. You will then be asked to use the information discussed in this course to explain how your group plans to address the issue. Once you have worked together to identify a policy, please address the following items to write the assignment:

- Explain the change that needs to be made and why you chose this particular issue
- How each of your individual strengths play into addressing this change
- Reference at least two of the class readings
- Use the Career Development Plans of all group members to address what skills you will each use in addressing the change that needs to be made

Presentations: Group presentations on your chosen policy and how you will use tools from this course to address this issue will be given in Week 7. Each group member must contribute. Maximum 10 minutes. Some visual aid is suggested. See Appendix B for grading rubric.

Paper: Papers are due in the Carmen Dropbox on the date of the final exam, March 1st, 2016.

Course Schedule

Date	Topic	Assignments DUE
Week 1 1/12/16	Introduction to the course StrengthsFinder initial discussion	Mcdow & Zubrucky, 2015 Rath & Conchie, 2008 – Introduction and Part I (Pgs 1-17)
Week 2 1/19/16	StrengthsQuest Overview and Professional Application Review Strengths Team Chart	Due 1/17/16: Complete StrengthsFinder Assessment and upload Signature Themes Report to Carmen Dropbox Rath & Conchie, 2008 – Page 99 (prior to assessment) Rath & Conchie, 2008 – Summaries of YOUR themes (between pgs. 101-235)
Week 3 1/26/16	Diversity discussion Introduction to “Other Side” project	Nash, 2010 Obear, 2007 Strengths Reflection
Week 4 2/2/16	Resume and cover letter Application of coursework/experience PAR activity	Career Development Plan Assignment Clifton, Anderson, & Schreiner, 2006 (Chapter 10)
Week 5 2/9/16	Social branding and your job search Overview and activities for social media	Resume and Cover Letter Assignment Gershon, 2014
Week 6 2/16/16	“Other Side” presentations Group Dynamics	“Other Side” Project Rath & Conchie, 2008 – Part II and III
Week 7 2/23/16	Final group presentations	Final Group Presentations
Final Exam 3/1/16		Final paper due

Appendix A

Resume and Cover Letter Assignment

Purpose: The National Associate of Colleges and Employers (NACE) define **career readiness** as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (NACE, 2015). While graduate students in the Glenn College MPA program develop many desirable competencies, more work must be done to expand upon the many ways these competencies translate to the workplace.

The purpose of this assignment is to utilize your Career Development Plan to support your application for a job or internship posting of your choosing.

Expectations: You are expected to utilize your plan to effectively tailor a resume and cover letter to the organization and the position. Please keep in mind that when applying to a position in the public and nonprofit sectors, there are often many other applicants. This customization of each application is critical to your ultimate success in receiving interviews and job offers.

A large portion of your grade will depend on the quality of your writing. Each typo and/or obvious grammatical error will equal a .5 deduction.

Rubric:

- Achievement Oriented
 - Does the resume and cover letter highlight key **accomplishments** in your background?
 - In your resume, do you focus on the **value added** through past employment/volunteer/academic opportunities?
 - Does your cover letter **connect** your resume to the position description?
 - Does your cover letter indicate how you wish to **apply** the items laid out in your resume to the position?

- Tailored
 - Does resume contain **keywords** mentioned in the job description?
 - Does the resume demonstrate an understanding of the **objective** of the job opening?
 - Do both the cover letter and resume reflect an understanding of the **position description**?
 - Do both the cover letter and resume reflect an understanding of the **organizational mission**?

- Perfectly Written
 - Is the resume and cover letter free of **typos**?
 - Is the cover letter and resume free of **grammatical errors**?

Appendix B

A Walk on the “Other” Side Activity – 20%

Rubric:

Timely accomplishment of assigned activities with partners – 10 points
Presentation of experiences is clear and concise – 5 points
Explanation of meanings made during activities – 5 points

Final Group Project – 35%

Rubric for Final Assignment:

Peer Evaluation – 5 points

Presentation – 10 points

- Each member contributes – 1 point
- Policy issue clearly addressed and explained – 3 points
- Individual strengths and skills discussed – 3 points
- Communication and visual aids are clear and concise – 3 points

Final Paper – 15 points