



Political Science 4600
Public Policy Work Internship
Winter 2017

Course Description & Learning Objectives

This course includes a part-time experiential learning placement in government, voluntary organizations, political parties, unions, or other institutions involved in public affairs. Job placements are for 12 weeks at eight hours per week totalling 96 hours, in addition to regularly scheduled class meetings, as well as course work related to the study of public policy.

Upon completing this course, students should have:

- Awareness of the mechanics of job searches that will be of use upon graduation.
- Real-world experience working with an employer related to public policy.
- Development of skills related to government processes.
- Considerable personal, professional and academic growth.

Eligibility for the Certificate in Public Policy

POSC 4600 can be used as 3 credit hours towards a regular degree program as well as the Certificate in Public Policy. See www.mun.ca/hss/publicpolicy

Course Instructor

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Office hours for students: by appointment

Components of this course are made possible through the participation of Career Development and Experiential Learning. Students are asked to recognize that this course would not be possible without the goodwill of those employers who agree to hire interns. It is common for students to be unaware that supervising and mentoring someone with little practical experience is a time-consuming and risky proposition for people who are busy with their own workplace obligations.

Readings

Glenn, Ted. 2014. *Professional Communications in the Public Sector: A Practical Guide*. Toronto: Canadian Scholars' Press. Key content appears in Chapters 2, 4, 7, 10 and the Appendix.

Glenn, Ted. 2012. "The state of talent management in Canada's public sector." *Canadian Public Administration* 55(1): 25-51

Meetings (participation expected)

Time, Date & Location	Purpose	Activities
Pre-registration Instructor's office	Administration meeting	Discuss course and the process for securing a placement
3:00-4:30pm Thursday, January 5 UC-4002 (CDEL)	Entry workshop*	Students share experiences, on-the-job professionalism, intern/employer expectations, discuss assigned literature.
1.5 hours in late March Day, time and location to be announced	Exit workshop*	Reflections, networking, using the internship for post-graduate opportunities, discussion about final assignment.

Administration Meeting

Pre-semester: We will discuss the course, assignments and the value of promptly securing a placement.

Entry Workshop (held in Career Development & Experiential Learning, Smallwood Centre UC-4002)*

Students will meet each other and provide an update about their search for an internship position. Students will discuss their expectations of the internship program, their employer, their upcoming position and their internship within the broader context of careers in public policy. The workshop will include both academic discussions (come prepared to address issues raised in the assigned reading) and practical tips on getting the most out of your internship experience: job expectations, networking and making contacts. Students will leave better prepared for their internship, their final reflective paper, and the eventual experience of building a career with a Bachelor of Arts degree.

This is a light and friendly workshop that gets students sharing their aspirations and hesitations, and talking about career preparation matters generally. For instance, why is networking important? What does on-the-job professionalism mean? How can interns make a good impression every day at work, and why does that matter? Why should employment not be treated as entitlement? What should interns do if their supervisor is too busy? Why should students keep a portfolio of their accomplishments? Why should employees not talk about their employment on social media? And so on.

- Prepare by reading pages 259 to 266 in Appendix 1.1 (“What is Canada’s public sector?”) in *Professional Communications in the Public Sector: A Practical Guide*.

Exit Workshop (held in Career Development & Experiential Learning, Smallwood Centre UC-4002)*

In this session students reflect on their previous expectations and consider what they have gained from the internship. Students will discuss the skills that they have acquired or enhanced during the internship, how those skills can be highlighted on their résumés, how their network of contacts has grown, and how they can best utilize those skills and contacts to begin their job search through both the open and hidden job markets. This session is designed to get students thinking about their final reflective essay, to help them learn about their experience, and to help prepare them for the transition to the post-university job search and their career.

- Prepare by reading Glenn, Ted. 2012. “The state of talent management in Canada’s public sector.” *Canadian Public Administration* 55(1): 25-51.

*Students deemed to be active participants in both of the entry and exit workshops will earn up to +1 mark for each workshop (totalling up to +2 percent) added onto their final grade in the course.

Student Responsibilities

Students need to check MUN e-mail regularly. Good communication with the course instructor is expected throughout the course, especially important when the internship placement is being set up.

Timeline	Tasks Checklist (✓check off tasks as they are completed)
Pre-registration	<ul style="list-style-type: none"> <input type="checkbox"/> E-mail responses to “placement interests” questionnaire to course instructor. <input type="checkbox"/> Have an in-person conversation about possible placements. <input type="checkbox"/> Obtain signatures on the “course change form” for the Registrar’s Office. <input type="checkbox"/> Drop off your résumé and a draft cover letter at the front desk of the Centre for Career Development & Experiential Learning (Smallwood Centre, 4th Floor, UC 4002) for them to critique it. Pick up the critiqued version 48 hours later.
Once registered	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly check in with course instructor to inquire about status of job search. <input type="checkbox"/> In response to emailed instructions from the course instructor, review the Web site of potential employer, draft a cover letter, and email the cover letter and résumé (preferably as a .pdf) to the potential employer to secure an interview. <input type="checkbox"/> Become familiar with the Employer Evaluation form (www.mun.ca/posc/internships/Evaluation_form.pdf) <input type="checkbox"/> Meet with employer for interview. Bring your class schedule with you. Discuss “Learning, Confidentiality and Professional Conduct Agreement” and “Work Log” forms. Agree on work schedule with employer. Discuss the option of working consecutive days during the semester break.
1 st Week (January 5-6)	<ul style="list-style-type: none"> <input type="checkbox"/> Entry workshop 3:00pm Thursday January 5 in UC-4002. <input type="checkbox"/> Begin placement. Have the Work Log regularly initialled by your supervisor.
4 th Week (Jan 23-27)	<ul style="list-style-type: none"> <input type="checkbox"/> Careers in Public Policy Essay due Monday, January 23. <input type="checkbox"/> Request a briefing note topic from the course instructor. <input type="checkbox"/> Locate a handful of library books and scholarly journal articles for briefing note.
6 th Week (February 6-10)	<ul style="list-style-type: none"> <input type="checkbox"/> Briefing Note due Monday, February 6. <input type="checkbox"/> Locate many library books and scholarly journal articles for cabinet paper.
8 th Week (Feb 20-24)	<ul style="list-style-type: none"> <input type="checkbox"/> Week-long semester break. Students may opt to negotiate completing some of their required work placement hours during the break to reduce workplace hours required later in the semester.
10 th Week (Mar 6-10)	<ul style="list-style-type: none"> <input type="checkbox"/> Cabinet Paper due Monday, March 6.
13 th Week (Mar 27 – 31)	<ul style="list-style-type: none"> <input type="checkbox"/> Exit workshop – details to be announced. <input type="checkbox"/> Request an exit interview with employer for final day of work placement.
Final week (Apr 3-5)	<ul style="list-style-type: none"> <input type="checkbox"/> Reflective Essay due Monday, April 3. <input type="checkbox"/> Completion of the 96th hour of internship work placement by end of classes. <input type="checkbox"/> Follow list of post-internship activities (e.g., give a thank-you card to employer).

Course Components

Component	Value	Due date	Grader
Careers in Public Policy Essay	20%	Monday, Jan. 23	Course instructor
Briefing Note	10%	Monday, Feb. 6	Course instructor
Cabinet Paper	20%	Monday, March 6	Course instructor
Reflective Essay	10%	Monday, April 3	Course instructor
Internship Work Placement	40%	Last day of classes	Workplace supervisor

A student may not receive credit for POSC 4600 without passing both of the internship placement (i.e., minimum of 20/40) and the written components (i.e., minimum of 30/60). Students who have not submitted one or more written components by the due date(s), without a documented valid reason, will risk having their internship employer informed of this non-completion of work and the placement will be automatically cancelled shortly afterwards. The course instructor will periodically check in with the work supervisor to ensure that the placement duties are being fulfilled. In the event of any serious concerns, without a documented valid reason, the work placement will be automatically cancelled.

Evaluation

Internship Work Placement: 40%

Learning objectives: Apply and grow knowledge and practice skills learned in university studies in a public policy setting. Gain exposure to a career-related work environment. Benefit from a supervisor's guidance.

Web resources:

- Career Development & Experiential Learning (www.mun.ca/cdel)
- Learning, Confidentiality and Professional Conduct Agreement (www.mun.ca/posc/internships/Agreement.pdf)
- Work Log form (www.mun.ca/posc/internships/Work_log.pdf)
- Employer Evaluation form (www.mun.ca/posc/internships/Evaluation_form.pdf)

With assistance from the course instructor, students must secure an internship placement of 8 hours of work per week for 12 weeks (96 hours total – it is okay to explore completing hours during the semester break). This involves providing a résumé and completing an interview. Students must keep the course instructor informed about the status of their placement search including when an internship position is accepted.

Interview Preparation

Research the organization that you are seeking to work with.

Identify the exact room location of the interview, directions and parking.

Prepare to arrive 5 minutes early (e.g., some buildings require that visitors show ID).

Know your résumé (e.g., review it before going to an interview, make sure it is revised).

Be prepared (e.g., bring copies of: class schedule, résumé, “Learning Agreement”, “Work Log” form).

Develop a list of potential questions and responses.

Communicate with references to ensure they are aware that they may be contacted.

Plan to dress appropriately.

Be prepared for behavioral/situational questions.

Common interview mistakes include: lack of preparation; inappropriate appearance; failure to ask questions; over- or under-answering questions; poor attitude; exaggerating or being deceitful; poor non-verbal communication.

A past student says: “Preparation is key. Take advantage of all of the resources the Centre for Career Development has to offer including resume tips, mock interviews etc. Prepare thoroughly for the interview, and know well what it is the department or organization you are interviewing for does on a daily basis. Look at the employer grading sheet early in the internship to see how you will be graded. Don't be afraid to put yourself out there, it'll be worth it.”

During the Interview

Beware of non-verbal communication.

Limit distractions (e.g., turn off cell phone, throw out gum).

Provide accurate and appropriate information on your qualifications and interests.

Ask questions (e.g., what kind of work can I expect to be doing?).

Discuss the “Learning Agreement” and “Work Log” forms

- 1) **Learning, Confidentiality and Professional Conduct Agreement:** It is the responsibility of the student to review this document with the employer at an initial meeting. Once an internship position has been agreed upon this document must be signed by both the student and the employer. The student must provide the original to the course instructor.
- 2) **Work Log form:** Each day of work the student is to maintain a log of work activities. It is important that this be filled out with details. The main purpose is for the student to provide the log at regular intervals for review by the workplace supervisor. The student should consult the log when preparing the reflection essay and keep the document for reference regarding other career opportunities.

Thank the interviewer(s) and shake hands.

Ask for a business card.

During the Work Placement

Make the most of a 96-hour placement by attending extra-curricular opportunities and staying connected.

Use lunchtime to network (e.g., learn how to small talk and ask questions, get to know office staff).

Check in with your supervisor or other designate.

Be attentive (e.g., learn names, demonstrate that you are listening). Learn related jargon.

Don't abuse technology (e.g., personal use of a photocopier, incoming phone calls, checking social media).

Be positive and enthusiastic (e.g., seek out opportunities).

Be flexible and adaptable (e.g., last minute tasks, be solution-oriented).

Avoid asking for special favours.

Remember: Use common sense. You are representing the course instructor, the Department of Political Science, future internship students and Memorial University. This is an opportunity to make connections for the future so be sure to leave a lasting impression.

A past student says: “Be quiet and pleasant until you get a feel for what the atmosphere is like at your job. Talk, but mostly listen.”

At the End of the Work Placement

Upon completion of the internship and/or upon the conclusion of POSC 4600, students may wish to consider the following tasks to assist with their transition from university.

Create a job title that represents your internship experience;

Create a job description that corresponds with the job title;

Update your resume with the new job title and job description;

Send a thank you letter/card to internship employer;

Create a list of contacts from the internship;

Begin a career portfolio (e.g, letter of reference, evaluation, brochures, written work – obtain approvals from the employer as appropriate); and,

Visit the Centre for Career Development for further career development needs including mock interviews and individual consultations.

Grading of the Work Placement

At the end of the placement employers will be asked to complete an evaluation form. Students are encouraged to review this form at the outset of the placement so that they are aware of the general evaluation criteria, such as workplace aptitudes, policy analysis skills and overall professionalism.

The course instructor reserves the right to adjust the grade recommended by the employer. Generally speaking grades that are noticeably below or above departmental norms may result in the instructor discussing the assessment with employer and/or adjusting the grade appropriately.

Careers in Public Policy Essay: 20%

Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives: Familiarity with public policy literature. Recognition of the strengths and limitations of university education. Consideration of how knowledge and skills obtained in university will be used in the workplace. Opportunity to establish a foundation assessment of career awareness prior to the placement.

Web resources:

- PolicyNL (www.policynl.ca)
- Political jobs (<http://politicaljobs.net>)

This essay is 3,600 to 3,900 words (excluding references), divided roughly equally into three parts of 1,200 to 1,300 words. Part 1 will demonstrate familiarity with public policy, Part 2 concerns research about careers in public policy, and Part 3 is a personal reflection about your university studies and internship aspirations. Using a concise style of writing is essential in this course. Do not write an introduction (e.g., “This essay will...”) or conclusion (e.g., “This essay has...”). Be sure to budget time for editing and re-editing, so that you use the word count wisely. The expectations are the same for a standard 4000-level essay, including that students will demonstrate that they understand content drawn from peer-reviewed academic books and journal articles. The tone should be scholarly, objective and formal.

Part 1 of 3: What is Public Policy? (1,200 to 1,300 words)

The purpose of this section is to ensure that students have some baseline familiarity with public policy. Research questions that you are expected to address: What is public policy? What are the stages of the public policy cycle, including ‘agenda setting’? What are the important public policy considerations in Canada generally and in Newfoundland & Labrador specifically?

Begin by reading pages 249 to 254 in Chapter 10 (“Conclusion”) in *Professional Communications in the Public Sector: A Practical Guide*. Then, locate your own sources about public policy. Examples include:

Araral Jr., Eduardo, Scott Fritzen, Michael Howlett, M. Ramesh and Xun Wu. 2013. *Routledge Handbook of Public Policy*. Abingdon, Oxon: Routledge.

Howlett, Michael, M. Ramesh and Anthony Perl. 2009. *Studying Public Policy: Policy Cycles and Policy Subsystems*. 3rd edition. Don Mills, Ontario: Oxford University Press.

Marland, Alex and Matthew Kerby, eds. 2014. *First Among Unequals: The Premier, Politics, and Policy in Newfoundland and Labrador*. Montreal and Kingston: McGill-Queen’s University Press.

Simon, Christopher A. 2007. *Public Policy: Preferences and Outcomes*. New York: Pearson Education.

Part 2 of 3: Careers in Public Policy (1,200 to 1,300 words)

The purpose of this section is to ensure that students are aware of the kinds of careers that are related to studying in the Faculty of Humanities and Social Sciences and to studying public policy. Among the research questions that you might consider are: What are the strengths and weaknesses of a liberal arts university education? What kinds of transferrable skills do students develop? What are the current labour market trends and earning potential in Canada for graduates of a public policy program of study? Information from a range of theoretical and practical sources is to be integrated; some examples appear below. For instance you might explore trends in the industry where you are working this semester; identify marketable skills especially those related to public policy; and look online at what public policy jobs are currently advertised with the Government of Canada and with provincial governments. As with any essay, research must not rely excessively on online material, and all information must be referenced.

Examples of sources (provided on an illustrative basis only):

Boys, James D. and Michael F. Keating. 2009. “The policy brief: Building practical and academic skills in international relations and political science.” *Politics* 29(3): 201-208.

Bureau of Labor Statistics. 2014. *Occupational Outlook Handbook*. U.S. Department of Labour.

Chetcovich, Carol. 2003. “What’s in a sector? The shifting career plans of public policy students.” *Public Administration Review* 63(6): 660-674.

Government of Newfoundland and Labrador. *Career Search*. Department of Education.

Rowh, Mark. 1999. *Great Jobs for Political Science Majors*. United States: VGM Career Horizons.

Walters, D., & Zarifa, D. 2008. “Earnings and employment outcomes for male and female postsecondary graduates of coop and non-coop programmes.” *Journal of Vocational Education and Training*, 60(4).

A past student says: “For the careers essay students should get started early. One piece of advice is to go to the library and find books rather than relying on online articles. Also, look for university press books as they are peer reviewed and better sources.”

Part 3 of 3: Personal Reflection (1,200 to 1,300 words)

The purpose of this section is to cause students to self-reflect at the start of a placement, which is a standard component of a work term experience. Students are expected to answer each of the following overarching questions: (1) What do you personally feel that you have learned by attending university generally, (2) What have you learned by studying public policy and/or political science, and (3) What are you hoping to learn in this course? You are expected to consult your transcript (to remind you of courses completed) and to consult your employer’s Web site to demonstrate an awareness of that organization’s role so as to inform your internship placement expectations. This should be an enjoyable exercise that reveals your aspirations and hesitations. It must be presented in a reasonably formal manner, and must demonstrate evidence of deep thought. As with all assignments a concise writing style is imperative. You are not required to consult any academic sources for Part 3.

Briefing Note: 10%

Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives: Improved awareness of the need to write concisely. Exposure to a regular component of public administration. Development of a skill that may be used during the student’s placement and/or career.

Web resources:

- Briefing note example #1 (www.mun.ca/posc/internships/Briefing_note.pdf)
- Briefing note example #2 (www.mun.ca/posc/internships/Briefing_note2.pdf)

A briefing note is what it seems: a tightly written summary that quickly but objectively informs the reader about key subject material. They are used within government organizations as a means of conveying complex information in a digestible manner to executives. The author of a briefing note seeks to present as much useful information within the available space constraints as possible, and does so in a reader-friendly manner that informs as well as enlightens. To maximize efficiency and the approvals process all briefing note authors are required to strictly adhere to a standardized presentation format.

Begin by reading pages 77 to 82 in Chapter 4 (“Clear writing and key message development”) and pages 169 to 183 in Chapter 7 (“Briefing notes”) *Professional Communications in the Public Sector: A Practical Guide*

Format

Each student needs to prepare a briefing note on a topical Canadian political issue in the news that will be assigned by the course instructor. No two students will write about the same issue and the assignment of topics will be communicated using @mun.ca email addresses.

A briefing note is exactly 2 full pages in length with 1 inch margins, 12pt font, single spaced. It must present accurate information in a simple readable style using all of the headings below. A cover page is not needed because your name and the date appear at the end. Your audience would be your internship placement employer or it could be the course instructor. Basically, pretend that a supervisor—who doesn’t have time to read up about the issue but who needs to know the main points for an important meeting—requests a briefing note so that the reader can quickly become familiar with the major points and concepts. Students are

expected to closely follow the required format and to consult to the examples of briefing notes provided on the Department’s website.

- Title** (1 line succinctly stating the issue that the briefing note will address)
- Topic** (1 sentence identifying the issue using key words)
- Background** (1 paragraph summarizing what led up to the situation)
- Status** (1 paragraph describing what the latest situation is)
- Key Considerations** (bullet points about important related facts)
- Recommendations** (1 paragraph that identifies conclusions about the above facts and the general course of action that you would advise to the policy decision-maker)

The following tips for preparing briefing notes are also generally applicable for cabinet submissions.

Government of Canada Briefing Note “Do’s and Don’ts”

Briefing Note Do’s	Briefing Note Don’ts
<p>Know your reader’s perspective and concerns. Anticipate and answer your reader’s questions. Keep it short: 2 pages maximum. Be clear and concise: write sentences averaging 15–20 words up to a maximum of 30 words; write paragraphs of no more than 5–6 sentences, or 7–9 lines. Use the active voice and action verbs. Get to the point quickly: present the most important information first (giving general information before specific). Put the right information in the right section. Present your rationale clearly and logically. Present information in small and manageable chunks: use bullets and tables when needed. Use appendices for details, but don’t overdo it. Be clear on the issue of the briefing note. Summarize what you want the reader to grasp quickly. Provide pertinent and complete information based on objective analysis and consultations. Make clear recommendations linked to facts. State possible consequences when applicable. Make a plan and focus on the core issue: aim for quality arguments, not quantity of information. Check all the facts. Be discerning when copying and pasting. Discuss the proposed changes with the editors. Learn from previous briefing notes.</p>	<p>Don’t assume that your reader has the same technical knowledge as you do. Don’t use too many acronyms or abbreviations. Stay away from jargon and technical terms (define them if you have to use them). Avoid strings of nouns. Avoid using too many adverbs and adjectives. Don’t include more than one idea for each paragraph. Don’t introduce new elements or repeat information in the conclusion and recommendations. Don’t use ambiguous statements or vague timelines. Don’t hide or diminish the seriousness of a problem or situation. Avoid presenting unsubstantiated arguments. Refrain from giving your personal opinions: stick to concrete facts. Don’t overwhelm your reader with details. Don’t write before you are clear on the objective of the request. Don’t start writing the summary before you finish writing the content of the briefing note. Limit the number of changes made based on style and personal preferences.</p>

Source: “Write clear and effective briefing notes” prepared by Translation Bureau, Public Works and Government Services Canada, 2010.

Research and Sourcing

The only way to write a good briefing note is to become very well informed about the intricacies of the subject matter. The assigned policy issue needs to be researched using a variety of credible news sources and reports from think tanks (e.g., Broadbent Institute, Fraser Institute, Harris Centre). To improve the depth and overall quality this needs to be supplemented with information from relevant academic materials that will help inform interpretation of information in the news. Usually briefing notes only identify sources for obscure information or claims (e.g., for quotes or statistics). Thus remarks such as “According to the Fraser Institute,” or “A 2011 study in the Journal of Labour Economics found that...” are used. These need to fit within the two pages maximum; therefore sourcing is rare. But it is a balance: information that is in the news is ordinarily considered public domain whereas the readers would often need to be able to locate the source of statistics or academic theory in the event that the author of the briefing note cannot be contacted. The instructor will request documentation if it is suspected that material was not presented in the author’s words.

A past student says: “Don’t be slack when doing your briefing note. The briefing note will lead directly into your cabinet submission, so any research you do for the note is research you don’t have to do for your cabinet submission. Also, provide Dr. Marland with as much detail on your work placement as possible, so that he can choose a relevant briefing note topic. If the research you’re doing can be used for your briefing note, your cabinet submission, and the work you’re doing at your placement, then your time is being very well spent.”

Another says: “The briefing note is one of the most challenging papers this course requires, so get started on it early. The format is very precise and ensuring your paper follows the 'do and don't' list will help you do well in this paper. This list will be extremely helpful!”

Cabinet Submission: 20%

Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives: Improved awareness of the need to write concisely. Exposure to a regular component of public administration. Development of a skill that may be required during the student’s career.

Web resources:

- Cabinet paper example #1 (www.mun.ca/posc/internships/Cabinet_paper.pdf)
- Cabinet paper example #2 (www.mun.ca/posc/internships/Cabinet_example2.pdf)

A cabinet submission is a succinct analysis of a policy issue that recommends a course of action to the executive branch of government. It provides advice to ministers who consider the document’s information during cabinet meetings or committees. This guidance is developed based on a review of information and consultations with stakeholders. Good research, strong writing and attention to presentation detail are essential, with information presented in an objective manner. To maximize efficiency and the approvals process authors of cabinet papers must strictly adhere to a standardized presentation format.

Begin by reading pages 33 to 56 in Chapter 2 (“The strategic context for public sector communications”) and pages 82 to 90 in Chapter 4 (“Clear writing and key message development”) in *Professional Communications in the Public Sector: A Practical Guide*.

Format

Each student needs to prepare a cabinet submission to either the federal or provincial cabinet on the Canadian policy issue examined in the briefing note. It needs to be exactly 6 full and succinctly written single-spaced pages (approximately 2,800 words), plus a bibliography, and must use the following headings. Students are expected to consult the online examples provided for this course.

Title (1 sentence identifying the issue using key words)

Proposal (1-2 sentences stating what the cabinet is being asked to decide. Do not list recommendations)

Executive Summary (1 paragraph succinctly summarizing the main issues. Executive summary is synonymous with an abstract. It is a synthesis of the entire cabinet submission)

Background (2-3 paragraphs providing a brief explanation for what policy issue or external circumstance led to the need for a cabinet decision; the latest government position on the issue if it is publicly known; and a summary of recent developments)

Comment (1-2 pages providing detail for ministers to understand the situation. This should be an objective provision of information and succinct arguments. The recommended course of action must be identified as well as major alternatives, all of which identify reasons supporting and opposing the proposal. If necessary you can use customized subheadings and include data)

Consultation (1-2 paragraphs identifying which stakeholders should be consulted. This may include internal government departments; external governments or Crown agencies; interest groups and other non-governmental organizations)

Financial Implications (1-2 paragraphs remarking on the financial implications of the recommendations, including any opportunities for cost recovery)

Gender Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on men, women and/or transgender persons. If there are no effects then say so.)

Aboriginal/Indigenous Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on Aboriginal/Indigenous peoples. If there are no effects then say so.)

Disability Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on persons with disabilities. If there are no effects then say so.)

Rural Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on residents residing in rural communities. If there are no effects then say so.)

Environmental Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on the environment. If there are no effects then say so.)

Communication Strategy (1 paragraph describing possible communications and media activities to announce or promote cabinet’s decision. Consider agenda setting literature.)

Recommendation (1 page providing the Minister’s recommendation. This must be clear, direct and be understandable for anyone not intimately familiar with the subject matter. The recommendation should begin “The Minister of X recommends that Cabinet...”)

Alternatives (1 page providing two alternate recommendations based on information presented earlier in the paper and reasons why these are less desirable than the primary recommendation)

Appendices (optional; tables or charts do not count as part of the 6 page limit)

Research

Considerable research is required to prepare a strong cabinet submission. Weak papers consult only news sources and review a range of applicable information available on the sponsoring government department's website. Strong papers supplement such online material with ideas obtained from academic books, scholarly journal articles and reports from think tanks that will be used to inform the policy recommendation and alternatives. Policies proposed by opposition parties and by interest groups must also be considered. Some comparative analysis with jurisdictions elsewhere in Canada is strongly recommended.

Further Guidance (source: CabGuide, 2010)

Cabinet papers should “be concise, coherent and logical; be as short as possible, without excluding essential information; be written in plain language; not assume the reader has expert knowledge; be structured so that the key issues stand out; avoid detailed lists – summarize instead; use charts and diagrams where they can assist understanding; have clear recommendations where the decisions needed can be easily assessed; use appendices to include detailed information that is vital”. They should “use headings and subheadings, short paragraphs, uncomplicated sentences, bullet points; have all pages numbered, including the appendices; use a clear font with a typesize of at least 11.5; ensure figures and dates are consistent and accurate; and follow the format requirements”. To ensure that the paper is written at an appropriate level, “Ask someone who is familiar with the topic and someone who is not to peer review the draft. Remember, you are writing not only for your minister but also for other ministers who may have no detailed knowledge of the subject matter. Imagine you are a busy minister who has 20 papers to read and understand in a short time frame.” To test whether recommendations are clearly presented, “imagine the reader has reference only to the recommendations, not the paper itself, and see if the recommendations would make sense to someone who knows nothing about the paper or its content... It may be useful to draft the recommendations first and then go back and write the rest of the paper in a way that supports the recommendations.” Good recommendations “identify all of the decisions needed; are accurate in every detail; don't leave any room for doubt about what is being decided; make sense independently of the paper; set out clear options for ministers to decide between, if necessary”.

(Source: “CabGuide: Guide to Cabinet and Cabinet Committee Processes” prepared by the New Zealand Department of the Prime Minister and Cabinet, 2010. Available via <http://www.cabguide.cabinetoffice.govt.nz>. See also “Memoranda to Cabinet: A Drafter's Guide PCO” prepared by the Treasury Board of Canada Secretariat, 2000.)

A past student says: “When considering the list of possible effects on the environment, Aboriginal/Indigenous peoples, etc. think of any little thing. Be thorough.”

Another says: “The cabinet paper is very different from research papers. Be sure to follow the proper format and make use of non-academic sources, such as newspaper articles and government reports. As well, including a comparative analysis examining how the issue is dealt with in other cities/ provinces will strengthen your paper.”

Also consider: “For the briefing note and cabinet submission, be as clear and concise as possible. Also, I always read my papers online, and I tend to miss grammar and skip over spelling mistakes when I do this. A printed copy would be helpful when reviewing.”

Reflective Essay: 10%

Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives: Recognition of how the work placement experience knowledge will be used. Ability to identify the career-related strengths and weaknesses of the university experience. Comprehension of how the internship has or has not led to personal growth.

Overview

This is the second reflective component that is designed to help students recognize the extent of their personal and professional growth since the beginning of the placement. Whereas the first reflective essay was academic in nature, this essay is folksier, though still prepared at a high standard.

Format

This essay is between 2,200 and 2,500 words. It is descriptive and reflective in nature, and should explain what you have learned about public policy in POSC 4600, how your academic background has or has not applied to your internship work, and how you plan to build on this course's experiences for the next stage in your career. Students are expected to consult the content in the Careers in Public Policy essay, to draw upon their completed work log entries, and to consult Ted Glynn's publications. This should be an enjoyable exercise and must be presented in a professional manner with a clear writing style that communicates information objectively and concisely. Do not present an introduction or conclusion. The questions below are offered to help you reflect; you do not need to answer all of them. Use the following headings only.

1. The Public Policy Experience

How did the search for an internship make you feel? What did you do on your first day of work, and what were you thinking? As the semester progressed, what duties and opportunities did your placement entail? To what extent were you involved with public policy? Who did you work with? Network with? What impact did your work have on the organization that you worked for? What was your main contribution? What skills did you enhance or learn? What were your strengths and your weaknesses? What is the best thing that happened during your placement? The worst thing? What would have made it a better experience? Was the position too challenging, just right, or not enough? What have you learned about yourself? About public policy? About the workplace? What surprised you? In what way would you consider yourself 'professional', or 'amateur'?

2. Relating the University Experience to the Public Policy Experience

What observations can you make when you look at your first reflective essay? How did the internship relate to your post-secondary studies? In what ways were your previous university courses relevant to your placement? How were they least relevant? Were the written assignments for POSC 4600 relevant, or not? To what extent does a liberal arts education prepare students for the real world? What, if anything, did you learn from sharing experiences with other students in the course? Your friends/family? About public policy?

3. Incorporating the Public Policy Experience

Re-read Ted Glenn, 2012, "The state of talent management in Canada's public sector," *Canadian Public Administration* 55(1): 25-51 and select passages of *Professional Communications in the Public Sector*. Then, consider the following: How did the public policy internship relate to your career goals? What have you learned by applying research about careers in public policy to your own experience? What behaviours will you change as a result of this internship? How can you incorporate this into your future employment plans? Volunteer opportunities? What conclusions can be made? What does Glenn mean by "talent management" in the public sector, and how does that relate to your internship placement experience? What advice would you

have for future POSC 4600 students? How do you plan on thanking your employer and/or supervisor(s) for the opportunity? Have you become more or less interested in public policy?

A past student says: “A 'reflective essay' may sound like a quick and easy assignment, but it should not be left to the last minute. It requires a deep and critical assessment of your work experience and future career goals. Keeping a very detailed work log throughout your placement and attending the exit workshop will give you a good start on this assignment.”

Other Information for POSC 4600 Students

Academic Advice

I would be happy to answer questions about this course and related matters. If you need information about your program requirements and course selections, you might begin by consulting the University Calendar (<http://www.mun.ca/regoff/calendar/>). I can also put you in touch with an academic advisor.

Academic Honesty and Plagiarism

Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as essays, laboratory assignments, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs, research results, and theses. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment is contrary to accepted norms of academic behaviour. Information regarding acceptable writing practices is available from the Writing Centre at www.mun.ca/writingcentre. University regulations about academic misconduct is available at <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>

Accommodation of Students with Special Needs

Memorial University is committed to facilitating and promoting an accessible, inclusive, and mutually respectful learning environment. Students requiring special accommodation are asked to communicate firstly with the Glenn Roy Blundon Centre (www.mun.ca/blundon) at the earliest opportunity. University policies and procedures pertaining to accommodations for students with disabilities can be found at www.mun.ca/policy/site/policy.php?id=239

Late Policy

In the work world, employers expect tasks to be completed on time. Late assignments will be penalized by the course instructor at a rate of 10 percent per 24 hours (including weekends). For instance an essay that would have received 24/30 and is submitted one day late would receive 21/30 (10 percent of 30 = 3 marks). Submitting assignments by e-mail from a MUN account is preferred. It is the responsibility of the student to ensure that the file was received on time; students are advised to check by phone or in-person to ensure that the instructor received your work. Email or other technological problems cannot constitute an excuse for submitting late work. Students providing valid medical documentation for the due dates in question may be exempted from the late penalty but are still required to complete assigned work. Other demands for a student's time (such as other courses, extra-curricular activities, work commitments) cannot constitute a valid reason for exemption. Information about required documentation for excused absences can be found in section 6.7.5 of the University Calendar (<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0601#REGS-1949>).