**University of Wisconsin-Madison, La Follette School of Public Affairs**

**PA 800: Public Affairs Professional Development Workshop, Fall 2021**

**Meeting time:**

Mondays, 4:35-5:35 pm

Microbial Sciences, Room 1420

**Instructor:**

Steven Kulig

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Office hours: by appointment

**\*For most up-to-date information on campus and COVID-19 please visit:** [**covidresponse.wisc.edu**](http://covidresponse.wisc.edu)

**COURSE DESCRIPTION**

One of the goals of the La Follette School (LFS) is to train and develop the next generation of public, non-profit and private sector leaders who are committed to making a positive contribution to society. While this course will undoubtedly help in your post-graduation job hunt, it is designed to be much more than a how-to guide on securing employment. More generally, it will help you develop the skills you need to succeed in your classes and effectively use the short time you have here to best position yourself for a meaningful, impactful career in public affairs.

This course is designed with the understanding that many LFS students come into the program with professional experience and have already made the decision to invest in a professional degree. Therefore, we will dispense with generalities and really focus on what it takes to be successful in the world of public affairs. Assignments and activities are designed to be applicable to all students, yet with options to incorporate individual interests and needs.

This course is a one-credit class. The credit standard is met by an expectation of a total of 45 hours of student engagement with the course learning activities, which include scheduled instructor-student meetings, reading, writing, and other assignments as described in the syllabus.

**COURSE OBJECTIVES**

This course is designed to:

* Give you the tools and information that will enable you to **assume responsibility** for getting the most out of your LFS experience, and finding and developing a satisfying, meaningful career in public affairs
* Provide a forum for you to learn about and **imagine career ideas**
* Build a portfolio of deliverables (assessment results, cover letters, resumes, policy memos, interview answers) to **utilize in your employment searches**
* Build relationships with your Associate Director, Career Coordinator and other LFS staff, classmates, LFS alumni, and practitioners so that we can **support your career goals**

This course also addresses the following LFS School learning goal:

* Students will develop effective job-seeking tools and utilize job-seeking techniques.

**WHY THIS CLASS NOW???**

Why are we making you do this in your first semester? The answer is that truly well-thought-out career assessment and planning takes time, and by putting in the hard work of it on the front end, you will be able to make better use of your time here at LFS. Knowing where you would like to end up will help you make more informed choices regarding which classes to take, which internships to pursue, and which types of professional relationships to foster. Plus, doing so now will give you plenty of time to explore your career options and change your mind several times over before you are pressed into a position out of economic necessity.

**TEXTS/MATERIALS**

All material necessary to complete class assignments will be made available on the class Canvas website. Students will also be directed to various websites and videos.

**COURSE ASSIGNMENTS AND EVALUATION**

**Grading:** This is a Pass/Fail class, graded as “CR” (credit) in the UW grading system upon successful completion. Completion of all assignments, including attendance at Speed Networking and one-on-one meetings with Steve and career services coordinator Marie Koko is required to pass the course.

Assignments will be scored as Pass or Needs Improvement. Any assignments graded Needs Improvement must be redone. All work is expected to be handed in on time, except in extenuating circumstances, with extended deadlines worked out with the instructor in advance.

**Attendance and Participation:** In this course, your success and the success of your peers requires attendance and active participation in all class meetings. You are expected to read any assigned materials or complete any assignments prior to class meetings and come prepared to discuss them. Again, attendance at the speed networking event is required to pass the course.

**Required Make Up Assignments:**

If you miss a class, you must attend an alternative career development event (can be remote or recorded) and hand in a one-page summary, explaining what you learned and how you will use it. I expect this make-up opportunity to be used minimally, and any make-up assignment is due no later than the last day of class (Monday, December 13).

**Course Assignments:**

1. **Individual Development Plan (IDP):** This exercise is composed of several separate assignments to be completed progressively throughout the semester.

Objective: This assignment will serve as your professional development roadmap to help you make the most out of your time at La Follette.

 DUE:various dates throughout semester, beginning September 20 and ending December 13

1. **Professional Resume and Job Application Cover Letter:**

Objective: Use the skills identified in your IDP to explain your value to employers.

DUE: September 27

1. **Policy Memo:**

Objective: Highlights the difference between the short, instructive policy memo and the term papers you already know how to do well.

DUE:October 11

1. **Elevator Speech (Optional!)/Attending Speed Networking Event (Required!):**

 Objective: To practice and make the best of networking opportunities.

 DUE: Speech, October 8; Event, October 11

1. **StrengthsQuest Workshop (Prep and Event):**

Objective: The workshop is designed to help students better understand their unique strengths. The goal is for students to use these results to better understand how to work in groups and teams.

Due: Prep assignment due October 11

1. **Complete and Submit Big Interview:**

Objective: Practice your interviewing skills and get feedback

DUE: November 12

1. **Informational Interview Report:**

Objective: Build network & explore career possibilities

DUE: November 29

1. **Connect LinkedIn Profile to La Follette School Page:**

 Objective: Ensures you are connecting to other La Follette students and alumni

DUE: December 13

1. **One-on-One Meeting with Steve and Marie**

Objective: Discuss cover letter and resume with Marie. Share career goals and IDP with Steve. Build relationship so that Steve and Marie can be of the most help possible.

DUE:end of semester; Steve will provide sign-up sheet in early September

1. **Course Evaluation:**

 Objective: Improve course for future students. Due by end of finals week

**DISABILITIES**

People with disabilities will be fully included in this course. Please inform me if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the UW’s McBurney Disability Resource Center: <http://www.mcburney.wisc.edu/>.

**ACADEMIC INTEGRITY**

I expect full adherence to the UW’s Academic Integrity policies, and any academic misconduct will be dealt with accordingly: <https://conduct.students.wisc.edu/academic-misconduct/student-resources-for-academic-integrity/>.

**COURSE COMMUNICATION**

The best way to contact me is via email; I will make all efforts to return emails from students within one business day. Please do not email shortly before a class, presentation, or assignment deadline with the expectation that I will be able to respond immediately to your concern. I am happy to meet with students outside of class as needed. Please email me to make an appointment. I will use the class listserv (and Canvas) to communicate additional course information as needed (pubaffr800-1-f21@g-groups.wisc.edu)

**COURSE SCHEDULE**

Please note that the following outline and listed readings may be adjusted to accommodate additional guest speakers and class interests. Changes will be communicated in class and/or by email. An updated syllabus will be posted on the course Canvas site.

**Week 1 – 9/13: Introduction**

* The career development process
* Career development resources at La Follette and UW-Madison
* Faculty advisors
* LFS Learning Outcomes
* Diversity, Equity, and Inclusion in the workplace/LFS

**Required:**

* Spend time looking through the resources available on the La Follette Career Development web pages: <https://www.lafollette.wisc.edu/career-development>
* Briefly review Graduate School, Office of Professional Development website: <https://grad.wisc.edu/pd/>
* Video: You’re Always On: Your Career Development Cycle: <https://www.youtube.com/watch?v=22LGzSisSLY>
* Making the Most of Your Meetings

**Recommended Readings:**

* “It May be a Good Job, but Is It Good Work?” by Daniel Goleman (available on Canvas)
* IDP Walkthrough video from last year’s class (available on Canvas)

**Assignment due September 20:**

**Upload assignment to Canvas by the beginning of class.** Read through the Individual Development Plan (IDP), located in General Course Documents folder of Canvas, and complete IDP Sections 1 (Assess) and 2 (Write). After completing sections 1 & 2, upload to Canvas. **Important! Make sure you download and save the PDF file BEFORE you begin filling out the IDP. You will lose your work if you try to fill out the IDP on the online PDF version.**

*Optional Assignment*: Complete the self-assessment and set up a DiscoverPD profile (make sure you are logged into your UW account): <https://my.grad.wisc.edu/DiscoverPD>

**Week 2 – 9/20: Resumes & Cover Letters**

Designing great resumes and cover letters

* + BRING ELECTRONIC or HARD COPY OF YOUR CURRENT RESUME TO CLASS FOR GROUP DISCUSSION
* *Assignment reminder: IDP sections 1&2, Assess & Write, due (uploaded to Canvas by the beginning of class*)

**Required readings:**

* Review: “Write an Effective Resume” and “Write an Effective Cover Letter.” Found under “Resume and Cover Letter Writing” here: <https://lafollette.wisc.edu/career-development/resources#job-and-internship-application-materials>
* Review “LFS Student Resume Example” on Canvas

**Assignment due September 27:**

**Upload to Canvas by beginning of class.** Prepare a 1-2-page customized resume and a one page

customized cover letter with the following guidelines:

* Use a current, real-world internship, grad assistantship, or job that you are interested in
* Use your current experience and information
* Upload to Canvas three items in **one PDF**
	+ Job Announcement
	+ Cover Letter
	+ Resume

**Week 3 – 9/27: Writing at La Follette**

* Professional Writing at La Follette
* The Policy Memo
	+ Guest Speaker: La Follette Professor David Weimer
* The Writing Center
	+ Guest Speaker: Lisa Marvel Johnson, Faculty Associate at the Writing Center
* *Assignment reminder: Resume and cover letter due (uploaded to Canvas by beginning of class)*

**Required Readings:**

* “Memorandum on Writing Memoranda,” David Weimer (available on Canvas)
* Review the Writing Center’s website: <https://writing.wisc.edu/>
* Briefly review Editorial Resources on LFS website: <https://www.lafollette.wisc.edu/students/academic-resources>
* Review memo assignment prompts (to be posted on Canvas)
* Strong memos from former La Follette students (available on Canvas)

**Assignment due October 11:**

Compose a one-page policy memo responding to one of the prompts available on Canvas or

develop your own prompt, approved in advance by Steve via email no later than Thursday,

September 30. Follow guidance from Professor Weimer and assignment rubric on Canvas.

**Week 4 – 10/4: Networking**

* Why and how to network
* Elevator speeches
* Informational interviews
* Guest speaker on networking TBD

**Required Readings:**

* Conducting Informational Interviewing document under Networking section of LFS professional development web page: <https://lafollette.wisc.edu/career-development/resources#networking>
* “The Genius of ‘Want to Grab Coffee’” (available on Canvas)
* Browse through and read at least 3 LFS alumni profiles (be ready to discuss in class): <http://www.lafollette.wisc.edu/alumni-friends/alumni-news-profiles>

**Recommended:**

* LinkedIn Learning: Giving Your Elevator Pitch: <https://www.linkedin.com/learning/giving-your-elevator-pitch/welcome?u=56745513>

**Optional Assignment due Friday, October 8:**

Write a 30 second introduction of yourself (“elevator speech”) to use in networking meetings. You should state your name, a 5-7 word tag line about who you are and what you are looking for in your possible career, give a brief history (work and education), describe an achievement that you are proud of, and then end with something interesting about yourself. **I will give you feedback by Sunday, October 10 if you meet the Friday deadline.** Practice a revised version out loud at least 3 times before our Speed Networking event on October 11.

**Assignment due November 29:**

Conduct an informational interview with a person in your field of interest who is not an immediate family member. Write a 1-page paper about the interview in which you describe: 1) who you interviewed and why; 2) the most interesting information and advice that you learned; and 3) how you plan to use what you learned (e.g., in your job search, how you might continue the relationship, etc.). You must also send a thank you note/email to your interviewee.

La Follette alumni, alumni from your undergraduate institution, friends or colleagues of parents or former supervisors, people from LinkedIn groups or found using LinkedIn advanced search, alumni from Badger Bridge, and people you may meet in class or at networking events are all good interview sources.

*\*\*\*In order to avoid overloading our alumni and friends network with meeting requests, each student must meet with a different person. Once you have secured your meeting, post the name, position title and organization of the person you are meeting to the discussion board on Canvas (in Discussions section). Before contacting people for informational meetings, make sure to check the discussion board.*

**Week 5 – 10/11: Speed Networking Event**

* In this exercise, you will quickly connect with La Follette alumni and friends. Please dress business casual. This is a great opportunity to secure an informational meeting for the report due November 29. Attendance is required and will be monitored.
* *Optional Assignment reminder: Elevator speech due prior to event, Friday, October 8 (in Canvas)*

**Assignments due October 11:**

* Complete the StrengthsQuest assessment assignment and submit it to Canvas
* Policy Memo

**Week 6 – 10/18: StrengthsQuest Lecture**

* Guest Lecturer: Kelly Cuene, Director of Operations and Staff Development at Letters & Sciences

**Required Readings:**

* TBD

**Week 7 – 10/25: Policy Memo Review**

* Talk through general feedback from the policy memo assignment
* Review top memo paragraphs and discuss common pitfalls of memo writing

**Week 8 – 11/1: Internships and the La Follette Summer Policy Learning Experience Program**

* Learn about the LFS Summer Policy Learning Experience program
* A panel of LFS students will talk about their internship experiences

**Required Readings:**

* Ch. 10, “Internships,” in 2021 LFS Student Handbook: <https://lafollette.wisc.edu/images/student_services/Graduate_Student_Handbook_2021-22.pdf>
* Read at least 3 internship summaries from LFS website (be ready to discuss and ask questions in class): <http://www.lafollette.wisc.edu/career-development/internships/internship-summaries>

**Week 9 – 11/8: Interviewing**

* Preparing for and performing interviews

**Required Readings:**

* Interviewing section of LFS professional development web page: <https://lafollette.wisc.edu/career-development/resources#interviewing>
* Mock Interview Audio (on Canvas)
	+ Review posted position description and observer workshop as you listen
* Register for Big Interview (virtual resource; you choose the questions, you choose the interviewer, you evaluate your performance - or share it with the career coordinator during an appointment): <https://successworks.biginterview.com/>

**Recommended Readings:**

* TED Talk, “Your Body Language Shapes Who You Are,” by Amy Cuddy

<http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are#t-112299>

**Assignment (submit via Canvas; due November 12):** Complete four questions on Big Interview. To make it more realistic, I recommend you choose an actual position to “interview” for. This could be the same position you used for the cover letter/resume section or another one of your choosing. Copy the link to one of your responses and upload the link to the Canvas Big Interview assignment.

**Week 10 – 11/15: Big Interview Recap, Interviewing Continued**

* Discuss your experience with Big Interview
* Be ready to discuss your interview prep:
	+ What STAR examples did you use during your interview?
	+ What characteristics best describe you when responding to interview questions?
	+ What questions are you prepared to ask employers during an interview?
* What happens after the Interview?

**Required Readings:** N/A

**Week 11 – 11/22: The Importance of Public Speaking**

* Guest Lecturer: Sara McKinnon, UW-Madison Associate Professor of Rhetoric, Politics, and Culture

**Required Readings:** TBD

**Week 12 – 11/29: Project Management with Darin Harris**

**Required Readings: TBD**

**Recommended Readings: TBD**

**Week 13 – 12/6: Diversity, Equity, and Inclusion in the Workplace and at LFS**

* Discussion of how DEI plays a role in the workplace
* What to be ready for in the workplace
* What can you do as a leader? What can you do as a manager?
* Assess how LFS is doing on its DEI goals

**Required Readings:**

* Watch one of the Elevating Equity recordings posted on Canvas (Theola Carter or Frances Huntley Cooper). Each are about one hour long. Be ready to discuss examples of Theola or Frances advocating for equitable policies

**Recommended Readings:**

* Action Tips for Allies of Trans People: <https://lgbt.wisc.edu/wp-content/uploads/sites/175/2016/08/LGBTCC-Allies-of-trans-people.pdf>
* Gender Pronouns Guide: <https://lgbt.wisc.edu/wp-content/uploads/sites/175/2016/07/LGBTCC-Gender-pronoun-guide.pdf>
* Practice with Pronouns: <https://www.practicewithpronouns.com/#/?_k=954we0>
* Social Model of Disability: <https://www.scope.org.uk/about-us/social-model-of-disability/>
* On Being: The Mind is a Difference-Seeking Machine (Audio): <https://onbeing.org/programs/mahzarin-banaji-the-mind-is-a-difference-seeking-machine/>
* Video: How to Deal with a Difficult Person: <https://www.youtube.com/watch?v=kARkOdRHaj8>

**Week 14 – 12/13: Catch All/Catch Up**

* Other topics TBD to wrap up the semester
* *Assignment reminders:*
	+ *Complete the “revise” section of your IDP*
	+ *Add the La Follette School of Public Affairs to your Education section on your LinkedIn profile:* [*https://www.linkedin.com/school/uwlafollette/*](https://www.linkedin.com/school/uwlafollette/)*. See video instructions here:* [*https://lafollette.wisc.edu/alumni-friends/alumni-connections-2021*](https://lafollette.wisc.edu/alumni-friends/alumni-connections-2021)
	+ *Optional: Use your profile to join Badger Bridge:* [*https://badgerbridge.com/*](https://badgerbridge.com/)

**Final Assignment:**

* *Complete course evaluation.* A link will be sent to you via email. We value and apply your actionable feedback!