

## AP/PPAS 2195 3.0 Professional Skills and Communication (Section M)

### Course Outline

In person/In class (LECT/SEMR)

Date: Wednesdays 7:00 to 10:00 PM

First Class: Wednesday January 10, 2024

Location: Vari Hall (VH) 1158

Course eClass Site: <https://eclass.yorku.ca/course/view.php?id=86366#section-0>

### Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

### Description

Professional and communication skills are important skills for success. In this course you will learn key professional and communication skills essential in the workplaces as well as in leadership specifically. There will be an emphasis on the government and broader public sector, however, many of the concepts and approaches are equally applicable to the not-for-profit and private sectors. The course will help to facilitate your understanding of the workplace and to best position you for success. Students will develop the key skills by leveraging course readings and lectures focusing on research and best practices, role play, workshops and simulation exercises and the use of self-awareness inventories.

### Goals

The purpose of this course is to expose students to, and make them aware of, best practices and expectations of relevant workplaces to ensure they are prepared for practicum placement arrangements, co-ops, internships and employment in the public sector, not-for-profit, and the private sectors. The course is intended to get students thinking about and strengthening:

1. Intrapersonal skills (self-awareness and capacity building/development).
2. Interpersonal skills.
3. Leadership skills.
4. Business/professional skills.

### Learning Objectives

Upon completing this course, students should be able to have:

- A clear understanding of workplace expectations and ethics.
- Competence in preparation of a variety of common written documents (emails, correspondence, briefing materials and reports, including proper citation).
- Competence in preparation of presentation decks and delivery of presentations.
- Development of skills related to interviewing, teamwork, leadership, networking and other “soft skills”.

## Course Directors: Teaching Team



**Professor Asare Kester-Akrofi** has worked for the City of Toronto over the past four years in various leadership capacities, currently in the role of Manager, Strategic Initiatives, Office of the Deputy City Manager, Infrastructure Services. Previously, Asare worked in the role of Manager, Program & Strategic Support within the Office of the Deputy City Manager, Corporate Services where he ensured strategic prioritization, coordination, and decision-making processes are clear and effective. This included supporting transition activities for the next term of Council, organizational change management, procurement, communications, corporate prioritization, Council and Committee preparations, strategic coordination across the City, intergovernmental relationships, and issues management. Asare also worked in Municipal Licensing and Standards (MLS) division as Program Manager and in early 2022, he moved into the role of Senior Change Management Consultant in the Policy, Planning, Finance and Administration (PPFA) division leading the change management development and implementation of the Confronting Anti-Black Racism Framework of Enduring Action for Infrastructure and Development Services staff.

Asare holds a Master of Public Policy, Administration and Law (MPPAL) from York University, and is currently working towards completion of his Project Management Professional (PMP) designation. In addition to his work at the city, Asare is a part-time Professor at Seneca College's School of Public Safety, teaching in the Honours Bachelor of Crime and Intelligence Analysis and Police Foundations Program. Prior to the City, Asare worked at the City of Markham, as Executive Coordinator to the CAO. As a committed team member and relationship builder, Asare has actively been engaged with other community activities, including mentoring IDS divisional staff, York University SPPA BA and MPPAL students, and supports United Way of Greater Toronto through participation in the ongoing "Show Your Local Love" national campaign and formerly as a member of the GenNext Cabinet.



**Professor Fausto Natarelli** has had a distinguished public service career in varied roles in provincial, regional, and municipal agencies in Ontario. During his tenure at the Ministry of Transportation, he held many progressively responsible roles culminating in the role of Director for the Windsor Border Initiatives file - a once in a generation, vitally important, multi-billion-dollar infrastructure initiative. Subsequently, Fausto joined Metrolinx and led the development and pre-procurement planning for the \$1.4 B Hurontario LRT project as director. Fausto concluded his public service career as director with the York Region Rapid Transit Corporation leading the further development and preliminary engineering of the Yonge Subway Extension - also a multi-billion-dollar infrastructure initiative. In recognition of his exceptional career Fausto is a two-time recipient (individual and as a member of a team) of Ontario's premier public service recognition, the Amethyst Award as well as the IPAC/Deloitte National Leadership Award (Bronze). In recognition of his outstanding support to York University students and the school community, Fausto is the inaugural recipient of the York University School of Public Policy Alumnus of the Year Award acknowledging his accomplishments in public administration, assistance to the school, and mentoring students. Fausto holds a Specialized Honours (Public Policy and Administration) BA from York University.

## Office Hours and Email Communications

Office hours will be by appointment only and will occur via video conferencing or telephone. Professor Kester-Akrofi can be reached by email at [asar3@yorku.ca](mailto:asar3@yorku.ca) and Professor Natarelli can be reached by email at [natarel1@yorku.ca](mailto:natarel1@yorku.ca). Please send your request for a meeting to both professors.

Responses to student emails will be provided from Monday to Friday and generally within 48 hours. Please wait before sending an identical email. Normally, there will be no email response on the weekends. If you are experiencing an emergency, please include 'URGENT' in the subject line of your email. Students are strongly

encouraged to use a single email address consistently, and preferably the York University assigned email address, for all school related interactions. This will help to avoid possible miscommunications. Students are also reminded to sustain and maintain the email string when multiple email exchanges occur. This too will result in more efficient and effective communications.

### Course Format and Methodology

Classes will be comprised of various formats including lecture, class discussion, guest speakers, role play and workshop. Lectures will provide the context for the readings, which should be completed before the date listed. Discussions will build on the readings and lecture material and all students are expected to actively participate. In several instances, workshops, simulations, and role play will be conducted where students will be charged with working together in groups to produce results/answers to questions/challenges presented in class. These workshops will focus on how to conduct/prepare various analyses and government documents.

*Students are strongly encouraged to prepare for class by completing the readings, participating in the discussion and take an active role in the various pedagogical methods used in the tutorials.*

### Use of eClass and Zoom

#### eClass

York University's online platform that allows a personalized learning environment for our course. The free site allows us to access all the materials, such as slide decks, assignments, and videos, as well as a secure site for us to upload student work for assessment.

#### Zoom

A free video conferencing software app that allows us to engage virtually for video, presentations, group work and chat rooms. Zoom may be used to supplement the format and methodology of the course. Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings captured since May 4, 2022, are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.
- In addition to stable, high-speed Internet connection, students will need a computer with a webcam and microphone, and/or a smart device with these features.
- Here are some useful links for student computing information, resources, and help:
  - [Student Guide to eClass](#)
  - [Zoom@YorkU Best Practices](#)
  - [Zoom@YorkU User Reference Guide](#)
  - [Student Guide to eLearning at York University](#)
- To determine Internet connection and speed, there are online tests, such as Speedtest, that can be run. If you need technical assistance, please consult the University Information Technology (UIT) Student Services web page. For more specific assistance, please write to [askit@yorku.ca](mailto:askit@yorku.ca).

### Textbook and Required Course Materials

The following texts are required reading for the course:

1. Aamodt, M. G. and Raynes B. (2001). Human Relations in Business: Developing Interpersonal and Leadership Skills (1<sup>st</sup> Ed.) Publisher: Wadsworth/Thomson ISBN 0534355080 (Available as course kit in the bookstore only).
2. Glenn, Ted. (2014). Professional Communications in the Public Sector: A Practical Guide. Canadian Scholars' Press (pbk. 1-55130-631-5, pdf. 978-1-55130-632-2, epub 978-1-55130-633-9).

One copy of each will be on reserve in the library. We will also provide you a number of other materials, which will be posted to the course eClass website.

While not required reading – one of the themes that will be consistent in the course is ethics and some of the unique challenges that public servants face in government and the broader public sector. Students are encouraged to read:

Kernaghan, K and Langford, J. (2014). *The Responsible Public Servant*. Second Edition. Institute of Public Administration of Canada.

### Structure of Lectures

Each lecture will consist of a formal presentation, outlining key lessons and learning outcomes for each of the weeks and themes. In the lecture, the Course Directors will raise your awareness of the application of the material from the assigned readings, present the best information we have based on the leading research, and will highlight best practices and practical realities that have emerged. The lectures will not replace the necessity to have completed your readings assigned for each week, rather, they will draw out key lessons and focus on their application. Each week lecture slides will be posted on the course website.

In addition, the sessions will involve role-playing exercises, workshops, and simulations. Students will apply the readings and their critical thinking skills when playing their assigned role in the exercise. The purpose is to take research and theory, coupled with best practices and merge the two in an interactive and hands-on manner. The tutorial leader will also use the time to engage with students to ensure comfort with materials and allow plenty of time for questions and discussion. Students will make presentations and get feedback on writing assignments. Engagement in these activities is critical for student success – the engagement/ participation grade is 20%, which reflects the importance placed on this activity in this class.

### Evaluation

Assignment	Value	Due Date
Group Writing Assignment #1 (Briefing Note)	10%	February 7, 2024
Individual Writing Assignment #3 (Correspondence and Emails)	10%	February 15, 2024
Individual Presentation (Slide Deck)	10%	March 6, 2024
Individual Writing Assignment #4 (Cover Letter and Resume)	20%	March 15, 2024
Individual Presentation (Elevator Pitch)	10%	March 20, 2024
Test (In-class)	20%	April 3, 2024
Student Engagement and Participation	20%	Throughout

#### Writing Assignments

There are four (4) writing assignments that focus on different forms of products and documents. Additional details of the scope of the assignment and expectations will be provided to students at the start of the course.

#### Individual Presentations

Each student will deliver a presentation on a topic approved by the Courses Instructor. Details will be provided closer to the date.

#### Test

The term test is based on all the readings and role-play exercises/workshops/simulation that are part of the requirements of the class and require you to reflect and write about how you used the relevant research on a skill while you were planning and executing your role in the role-play. It is important to attend all class sessions. More details about the format will be provided closer to the end of the term.

### Student Engagement and Participation (20%)

For an active class discussion attendance is a must, **but passive attendance will not be assessed positively**. To be able to participate in class discussion, it is important that you do the readings in advance of each class. Participation will be evaluated based on the expectations and associated point values indicated in the following table:

Student Activity/Expectation	Point Value
<ul style="list-style-type: none"><li>▪ Sporadic attendance/not punctual.</li><li>▪ Passive attendance most of the time.</li></ul>	1
<ul style="list-style-type: none"><li>▪ Good attendance/punctual.</li><li>▪ Alert/attentive most of the time.</li></ul>	2
<ul style="list-style-type: none"><li>▪ Above, plus:<ul style="list-style-type: none"><li>○ Regularly participates – demonstrating a contribution to the discussion.</li><li>○ Does not necessarily demonstrate a preparedness or command of the reading.</li><li>○ Perhaps a cursory understanding of the topic.</li></ul></li></ul>	3
<ul style="list-style-type: none"><li>▪ Above, plus:<ul style="list-style-type: none"><li>○ Regularly and clearly prepared by reading the material.</li><li>○ Actively seeking to be engaged in the discussion.</li><li>○ Does not over participate or dominate the conversation.</li><li>○ Respectful of other opinions.</li><li>○ Does not participate just for the sake of participating, but to make a contribution to the collective understanding of the issue/topic.</li><li>○ Peers do not raise complaints/concerns of lack of engagement in group work.</li></ul></li></ul>	4
<ul style="list-style-type: none"><li>▪ Above, plus:<ul style="list-style-type: none"><li>○ Fully engaged at a superior level.</li><li>○ Not only demonstrated a command of the material but brings reflections/thoughts to the conversation.</li><li>○ Takes a leadership role in the presentation of ideas.</li><li>○ Contribution is thoughtful, does not take the classroom discussion off track.</li><li>○ Brings questions to class that are provocative.</li><li>○ Successfully brings in personal/work experiences that enhance/enrich the discussion.</li></ul></li></ul>	5

When engaging in class discussion students are encouraged to consider the following factors and how they relate to and might enhance your contribution:

- Relevance: are your comments clearly related to the case and to the comments of others?
- Advancement: Do your comments move the class discussion forward or simply reiterate points that have already been made?
- Support: Have you used specific data from the case, from the readings, or from your personal experiences to back up the assertions that you are making?
- Clarity: Are your comments succinct and understandable?
- Quantity: Do you participate on a regular basis?

The above attempts to highlight two important parts of a good discussion: preparation (so that you can support your answers and make clear statements) and listening (so that you respond to the discussion as it unfolds). Please treat others as respected colleagues.

Engagement (in addition to the behaviours indicated above) will be graded on the assessment of your approach to your studies, to the assignments in and outside of class, your treatment of others and the seriousness with which you approach the requirements of the course including attention to detail. Students will understand that each of us makes an impression on others and the quality of that impression can be an important determinant of success – a variety of exercises will be undertaken to develop those ideals, and to influence those impressions.

A record of attendance will be kept for every session. If students must miss a class, it is expected that you will give notice to the Course Directors as early as possible.

As potential future leaders you will be required to be an effective contributor to group discussions and meetings. Class discussions serve as an excellent means to practice this important skill. While assessing your class participation, you will be evaluated not merely on how often you participate, but how your answers/questions lead to improved learning among your classmates. For class discussions, you may be asked questions that require you to describe something (e.g. a finding from your readings, your experiences in the exercises), define concepts, argue for and against a hypothesis, or critically analyze the readings and relate them to your experiences. You will be evaluated on your contributions to every class based on clearly defined expectations, which are indicated above (see Class Participation and Professionalism).

Learning to work together in teams is an important aspect of your education and preparation for your future careers. Some simulations require students to work in teams. When working as a team, students are reminded of the following expectations with respect to their behavior and contributions to the project: Each team member is expected to:

- Treat other members with courtesy and respect.
- Establish a positive and productive team dynamic.
- Contribute substantially to the group simulation; and,
- Ensure familiarity with the entire contents of the simulation.

### Submitting Assignments

Course deadlines and due dates are firm. All assignments are expected to be handed in on time to avoid a late submission penalty of 5% for each calendar day beyond the due date. If you expect to have difficulty in completing an assignment on time, please discuss this with the instructor in advance of due dates.

Assignment deadlines are set out in the Course Schedule below and submission will be in electronic format via eClass. Details will be provided for each assignment.

### Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing



E	1	(Marginally below 50%)	Marginally Failing
F	0	(Below 50%)	Failing

### Re-grading Policy and Procedure

If, after looking over the written comments of the marker, and the marks you have received, you feel that your work deserves re-consideration, you must observe the following procedures:

- Create a typed note containing the following: (i) Your name, (ii) Your Student Number, (iii) The criteria against which you believe you have been graded incorrectly, and (iv) An explanation of why the marker has overlooked or misunderstood your assignment's merits. Ideally what this means is you create the perfect textbook answer from your materials and then provide a comparison to your answer.
- Handwritten submissions will not be considered, it shows a lack of serious intent.
- Re-grading will be based only on what you submit in writing, not what you might communicate with your professors verbally.
- Email your typed note to your graded assignment and submit it to your professors by the end of the class in the following week.
- If you are unable to attend the following week's class for any reason, email your re-grading request to the Professor. Your professors will re-grade the entire written material. Re-grading means that your answers will be re-evaluated, and a new grade may be assigned. This means that it is possible to lose marks as well as to gain marks through re-grading.
- Please do not submit your materials for re-grading unless you are confident that a grading error has occurred. Re-graded materials should be available to you the following week, although occasionally a response may take two weeks.

### Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

#### Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- *Respect the ideas of others:* Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours](#). If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit \(SPARK\)](#). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- *Respect your peers:* [Know when you are allowed to collaborate](#). Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- *Respect your course instructor(s):* Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not

submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.

- *Respect yourself:* When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments.](#) You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- *Take responsibility:* If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the [Criminal Code of Canada](#), which means that you may also be subject to criminal charges.

### Generative Artificial Intelligence

Generative AI tools, such as ChatGPT, are strictly prohibited in this course. For sample language, please consult the [note on student uses of generative AI on page 1 of this template.](#)]

### Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

### Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

### Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

### Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or



limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

#### Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University. For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#) and [Student Conduct and Responsibilities](#), as well as the [Code of Student Rights & Responsibilities](#).

#### Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Student Guide to eLearning](#).

#### Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access to Student Records and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

As always, if you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at [info.privacy@yorku.ca](mailto:info.privacy@yorku.ca).

### Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel. [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

## Course Schedule

Session	Date	Lectures Topics and Readings	Additional Details Assignments and Due Dates
1	Jan 10	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▪ Review of the objectives of the course, timetable, expectations.</li> <li>▪ Overview of current workplace context.</li> </ul> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 1, 2 and 3.</li> <li>▪ Glenn, Chapter 1.</li> </ul> <p><b>Workplace Modernization</b></p> <ul style="list-style-type: none"> <li>▪ Current considerations in the workplace.</li> <li>▪ Importance of adaptability and resilience. How does one develop and strengthen resilience?</li> </ul>	<p><b>Introductions and Logistics</b></p> <ul style="list-style-type: none"> <li>▪ Review of timetable and expectations.</li> <li>▪ Review concepts presented in lecture.</li> </ul> <p><b>Seminar</b> Guest Lecturer Silvia Fraser, City of Toronto, ModernTO.</p>

2	Jan 17	<b>Workplace Professionalism &amp; Ethics</b> Segment will include legislation and themes related to conflict of interest. <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 4.</li> <li>▪ Kernaghan and Langford, Chapter 5.</li> <li>▪ Glenn, Chapter 2.</li> </ul>	<b>Review of Best Practices</b> Students will participate in exercises and discuss cases highlighting key lessons from lecture.
3	Jan 24	<b>Disruptive Technology &amp; the Workplace</b> <ul style="list-style-type: none"> <li>▪ Students to be exposed to the various tools applied in high-performing workplaces to enhance service delivery and technology adaptation.</li> </ul>	<b>Seminar</b> Guest Lecturer Marco Palermo, Deputy Chief Technology Officer, Technology Standardization, City of Toronto.
4	Jan 31	<b>Group Dynamics, Conflict Resolution &amp; Teamwork</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 5, 6 and 8.</li> </ul> <b>Influence &amp; Negotiation – Theories, Strategies &amp; Tactics</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 14.</li> </ul>	<b>Group Dynamics Workshop</b> Students will participate in several simulations. Case studies and reflective discussions will be used.  Introduction of challenges current arising in workplaces today and how group dynamics can become further complicated.
5	Feb 7	<b>Professional Writing - Part I – Clear Writing, Key Message Development, &amp; Briefing Notes</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Glenn, Chapters 3 and 4.</li> <li>▪ Aamodt and Raynes, Chapter 7</li> <li>▪ Glenn.</li> <li>▪ Peter Constantinou, On Briefing Ministers, Policy Options.</li> <li>▪ Format and case materials provided by Course Instructor.</li> </ul>	<b>In-Class Writing Workshop I (Group Work)</b> Students will participate in the preparation of writing issue statements, key messages and background information for a full briefing note by way of timed simulation workshop with group work.  <b>Briefing note is to be submitted within the timing indicated by the simulation.</b>
6	Feb 14	<b>Professional Writing – Part II Correspondence and Email Standards</b> (This includes all legislation and regulations relevant to the public sector, including those relating to confidentiality, transparency, and privacy protection, such as the Freedom of Information and Protection of Privacy Act). <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Glenn, Chapters 3 and 4.</li> <li>▪ Kernaghan and Langford, Chapter 6.</li> <li>▪ Aamodt and Raynes, Chapter 7.</li> </ul>	<b>In-Session Writing Workshop II</b> Students will participate in the preparation of writing emails and other formal correspondence emphasizing key skills including personal style, tone/tenor, brevity, and accuracy.  <b>Writing samples to be submitted via eClass and Turnitin by end of day February 15, 2024.</b>
	<b>Feb 21</b>	<b>Reading Week – No Class</b>	
7	Feb 28	<b>Presentation Skills - Part I</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Glenn, Chapter 1.</li> <li>▪ Dawn Angier, How to Deliver Highly Effective Presentations p. 1-66.</li> </ul>	<b>Presentation Skills Overview</b> Students will learn basic formatting, functions, and industry research techniques as well as more advanced techniques essential to create a presentation slide deck for an executive-level audience.
8	Mar 6	<b>Presentation Skills – Part II</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Glenn, Chapter 1.</li> <li>▪ Dawn Angier, How to Deliver Highly Effective Presentations p. 1–66.</li> </ul>	<b>Individual Student Presentation</b> <b>Students will apply concepts and techniques and prepare a 5-minute presentation and present it to the entire class.</b>

9	Mar 13	<b>Career Planning – Part I Job Applications (Cover Letters and Resumes) for the Public Sector</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 15.</li> <li>▪ Additional materials to be presented by Course Instructor.</li> </ul>	<b>Job Applications in the Public Sector</b> Students will learn what makes for effective cover letters and resumes in a public sector context. In addition, students will learn of the importance and characteristics of an effective “elevator pitch”.  <b>Students to submit cover letter and resume via eClass by end of day March 15, 2024.</b>
10	Mar 20	<b>Career Planning II - Job Interviews in the Government and Broader Public Sector</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 15</li> <li>▪ Additional materials to be presented by Course Instructor.</li> </ul>	<b>Career Planning</b> Students will present a personal “elevator pitch.”  Students will participate in 5-minute job interviews.  <b>The elevator pitch is to be submitted via eClass by the end of the day March 20, 2024.</b>
11	Mar 27	<b>Networking and Soft Skills in a 2.0 World</b> <i>Required readings:</i> <ul style="list-style-type: none"> <li>▪ Aamodt and Raynes, Chapter 9 and 14Glenn, Chapter 9.</li> </ul>	<b>Networking</b> Students will have 5 minutes to present an engagement strategy for effective networking in a setting of their choosing.
12	Apr 3	<b>Test</b>	In-class/session, closed-book administration.
	Apr 8	<b>Last Day of Winter Term</b>	