



Careers In Policy

Prepared by Pretti Purba,
Career Assistant
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SE3094

905-828-5451

www.utm.utoronto.ca/careers

INTRODUCTION

Careers in policymaking are extremely diverse and multi-faceted. The purpose of this package is to allow students interested in policy to explore the opportunities that await them in this field.

When looking for employment, recent graduates can turn to several different industries that offer careers in policy. While some graduates interested in policy find employment in various levels of the government, others choose to work in non-profit organizations or even in the private sector.

Graduates differ in the organizational setting in which they work. Graduates in public policy can work for:

- various levels of government
 - example: municipal government sets policies on local transit
- non-profit organizations
 - example: MADD may write policy papers and recommendations on changing the legal limit of alcohol for drivers
- non-governmental organizations
 - example: United Nations sub-committees works on how member nations could change their environmental policy to increase global sustainability
- independent researchers
 - example: Fraser Institute writes policy papers on issues that are at the forefront of politics, such as international security
- advocacy firms/ lobby groups
 - example: the Canadian Federation of Students publishes policy papers on how the government can use its budget to reduce post-secondary tuition fees

Although careers in public policy are quite diverse, there are common skills that are sought after. For a number of different positions, there are some essential skills that employer's value.

SECTION ONE: SKILLS EMPLOYERS VALUE

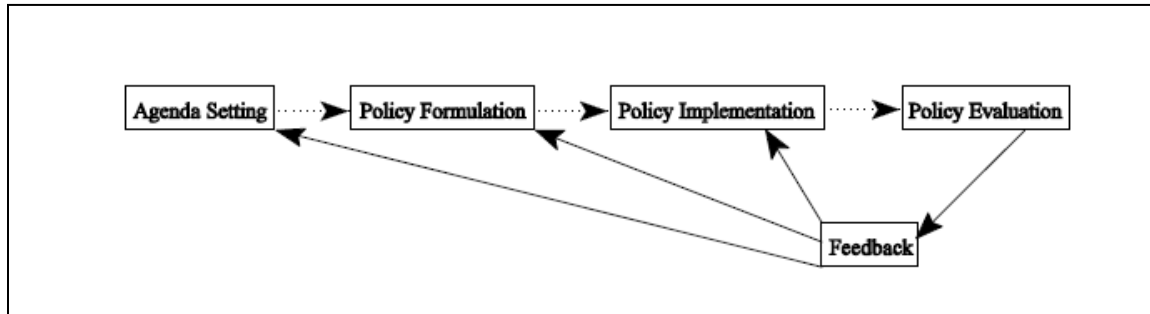
Type of Skill	Description
Organization/ Project Management	<ul style="list-style-type: none">• Managing information• Taking direction and completing assigned tasks• Scheduling and keeping track of projects and timelines

Time Management	<ul style="list-style-type: none"> • Ability to prioritize • Meeting deadlines
Stress Management	<ul style="list-style-type: none"> • Ability to work under pressure, with limited time to complete task
Communication	<ul style="list-style-type: none"> • Good listener • Ability to speak in public settings • Report writing • Conflict resolutions • Proficiency in more than one language
Analytical	<ul style="list-style-type: none"> • Good research skills • Analytical
Technical	<ul style="list-style-type: none"> • Ability and interest to use computers and other communication technology
Interpersonal	<ul style="list-style-type: none"> • Teamwork • Accepting authority
Leadership	<ul style="list-style-type: none"> • Decision making • Directing and supervising • Planning
Personal	<ul style="list-style-type: none"> • Patience • Optimism • Flexibility (ie. Willingness to relocate to a different city)

You may not have had the chance to develop and utilize all of the skills above during your high school or undergraduate years. There are many ways that you can build on some of these skills. Section Three will examine ways to gain and refine some of these essential skills for a rewarding career in policy.

SECTION TWO: THE POLICY CYCLE

Below is a diagram outlining the policy cycle. Keep in mind that there are several variations to this diagram, but they generally encompass similar ideas. Creating policy involves several stages and different careers/actors at each interval. There are extremely interesting careers at each stage, so get to the researching!



Source: <http://www.qdrc.org/decision/policy-cycle.pdf>

Agenda Setting is the social and political process of determining what issues to address, and in what priority. Individuals involved in the agenda setting phase can include the following groups: *media, government and political actors, interest groups, advocacy coalitions, discourse coalitions, epistemic communities, social movement organizations, unions, board of directors and stakeholders in a company.*¹

Policy Formulation is a stage which involves identifying policy options, analyzing each one, and deciding on the tools (resources) to use to create the policy. Individuals involved in this stage of the policy making cycle can include *members of epistemic communities, discourse coalitions, government unions, board of directors and stakeholders in a company.*²

Policy Implementation is the stage in which the policy design is implemented by individuals who are members of: *HR departments, government bureaucracy.*³

Policy Evaluation is the stage in which the outcomes of the policy are evaluated. Individuals involved in this stage include *public interest groups, public opinions analyst, and demographer.*⁴

¹ Pal, Leslie A. *Beyond Policy Analysis: Public Issue Management in Turbulent Times 3rd Edition* (Toronto: Thomson Nelson, 2006), p. 116.

² Pal, Leslie A, p.138.

³ Pal, Leslie A.,p.191.

⁴ Pal, Leslie A, p.287.

As you can see, the number of actors declines as we move forward in the policy making process. At each stage, the policy work becomes more specialized, and thus requires a certain level of expertise. It is important to note that although this is the ideal sequence for the policy process, it does not necessarily work in this order.

SECTION THREE: JOB TITLES

As mentioned above, careers in policy are extremely multi-faceted. Therefore, this list is by no means exhaustive, and instead serves as a way to get you thinking about the different careers that encompass policy. The asterisk (*) indicates that a detailed profile for this career is available on the Career Cruising software, which is accessible from any Career Centre computer.

Activist*	Marketing Coordinator
Advocacy Campaigns Coordinator	Market Researcher
Community Worker*	Market Research Analyst*
Consumer Advocate	Politician*
Demographer	Political Aide*
Developer	Policy Analyst*
Drug Abuse Counsellor	Public Health Administrator*
Equity Officer	Public Opinion Analyst
Fundraiser*	Public Relations Specialist
Grants Officer	Regional Planner*
HR Coordinator	Religious Worker*
Journalist*	Reporter*
Lawyer*	Researcher*
Lobbyist*	Social Worker*
Management Consultant*	Writer*
	Youth Advisor

SECTION FOUR: GAINING FURTHER EXPERIENCE

There are a lot of ways to gain further experience for a career in policy, from being a member of a campus club to a part-time job. The section below offers suggestions on how to build up the experience and skill set for a career in public policy.

Courses

There are several courses offered at the University of Toronto that can give students a great introduction to public policy. Below is a list of courses available at the UTM and St. George campus that may be of interest to students who wish to pursue a career in policy:

Course Code	Course Name	Description
POL312Y1	Canadian Foreign Policy	Canada's response to the challenges of globalization and the post-cold war world.
POL326Y1	United States Foreign Policy	The foreign policy of the United States
POL350H1	Comparative Health Politics and Policy	The historical and current theoretical debates surrounding health policy
POL352H1	Inside Canadian Governments: Understanding the Policy Process	It explores the institutions and processes that are involved in making public policies, and examines the challenges faced in public sector governance.
POL353Y5	Canadian Public Policy: From the Golden Age to the Era of Globalization	Examines the changing international context of Canadian public policy and its implications for the scope of public policy in Canada.
POL475H1	Experiencing Public Policy-Making	Examines how policies are developed and implemented, and seeks to improve students' analytic, writing and presentational skills.
ECO310Y5	Industrial Organization and Public Policy	Government policies affecting the private sector are studied in detail: Regulation and deregulation of specific industries, trade policies and antidumping, and competition policy.
ECO456H5	Public Policy Analysis	The course discusses issues that arise when analyzing non-experimental social science data and will teach students to recognize the types of research designs that can lead to convincing policy conclusions.

University Leadership Programs

UTM Leadership Institute

The Leadership Institute, organized by the UTM Office of Student Affairs, is a series of programs available to students who are interested in developing their personal leadership skills. Students can earn certificates in various fields such as project management, communication and coordination, and self-development, and take courses in areas such as public speaking and conflict resolution. For more information, visit: www.utm.utoronto.ca/leadership

Research Opportunity Program (ROP)

The research opportunity program is a program in which third-year students can participate in faculty research projects, while earning a course credit. The research opportunity program is excellent for students interested in policy because of the transferable skills that are gained. Below are sample postings for the ROP program. For further details on the program and student eligibility, please visit: <http://www.utm.utoronto.ca/428.0.html>

Course Code	Title of Project	Project Details
ECO399Y	Child Poverty in Canada and Urban China: Why the Differences?	Project is examining measurement, incidence and sources of difference in child poverty in two societies. Economic modeling of family formation and statistical analysis.
GGR399Y	Mapping for a better tomorrow: Geographies of Poverty and Prosperity in Mississauga	Develop in-depth understanding of poverty in the City of Mississauga, by examining geographic distribution of poverty and examine characteristics of neighbourhoods with highest rates of poverty
MGT299Y	The Evolution of Industries	The project examines what happens to established firms when revolutionary technological changes occur.
REL399Y	Rituals for Buddhist Girls in Nepal	The project consists in describing and

		discussing religious practices of Newar Buddhist girls. Objectives of this project are to understand how religious practice is designed and how through it religious identity and gender are performed.
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Policy Related Internships

Ontario Internship Program (OIP)

The OIP provides two-year, entry-level paid positions across the Ontario Public Service. This program is open to people with limited work experience who have graduated with a degree or a diploma from a recognized university or college within the past two years. Positions are offered in seven focus areas, apply for the one that is best for you. For more information, please visit:

<http://www.internship.gov.on.ca>

Ontario Legislature Internship Programme

The Ontario Legislature Internship Programme is a ten-month program designed to provide backbench Members of the Legislative Assembly with highly qualified assistants. At the same time, by giving Interns practical experience in the day to day work of the Legislature, it provides them with the opportunity to supplement their academic training through regular academic discussions and the writing of an academic paper on a topic of their choice. Interns also have the opportunity to visit other legislatures to ensure a comprehensive knowledge of the legislative process. For more information, please visit: <http://www.olip.ontla.on.ca/>

Career Edge

Since 1996, Career Edge has been helping recent graduates launch careers through with the cooperation of over 900 host employers. The term of the internship can last anywhere from 4-12 months, with a stipend \$1,667/month, excluding required deductions. For more information on Career Edge and accessing their internship postings, please visit: <https://www.careeredge.ca/>

Ability Edge

Since 1999, Ability Edge has been helping hundred of graduates with disabilities gain career-building experience. For more information on Ability Edge and accessing their internship postings, please visit: <http://www.abilityedge.ca/>

Career Bridge

Since 1996, Career Bridge has been operating to help skilled immigrants who are new to the country gain Canadian work experience. The internship program is a response to a concern that Canadian businesses often overlook or underutilize the talents of highly-qualified professionals who are recent arrivals from abroad. For more information about Career Bridge, and how to access their internship postings, please visit: <http://www.careerbridge.ca/>

Political Organizations

UofT Recognized Clubs- check out the Student Affairs website for information on the clubs and how to get in touch with them (<http://www.sa.utoronto.ca/>)

- UTM-NDP Club
- UTM Young Liberals
- UofT Churchill Society
- UofT Communist (Party of Canada) Club
- The Green Party of Canada at U of T
- U of T Liberals
- U of T Marxist Institute
- U of T New Democratic Party (NDP)

Community Organizations- visit these websites to find out more information about volunteering with political organizations in the community

- Federal Liberal Party of Canada
<http://www.liberal.ca/>
- Ontario Liberal Party of Canada
<http://ontarioliberal.ca/>
- Federal New Democratic Party
<http://www.ndp.ca/>
- Ontario New Democratic Party
<http://ontariondp.com/>
- Conservative Party of Canada
<http://www.conservative.ca/>
- The Ontario Progressive Conservative Party
<http://www.ontariopc.com/>
- Green Party of Canada
<http://www.greenparty.ca/>

- Green Party of Ontario
<http://www.greenparty.on.ca/>

Grassroots Organizations/NGO's

UofT Recognized Clubs- check out the Student Affairs website for information on the clubs and how to get in touch with them (<http://www.sa.utoronto.ca/>)

- Amnesty International, UofT Chapter
- Bridging the Gap
- Communities Helping Communities
- UofT Debt Action Campaign
- Ending Violence Against Women (EVAW)
- Engineers Without Borders
- The Environmental Collective
- U of T Forum of China Development
- Green Perspective
- Greenpower at U of T
- Habitat for Humanity U of T Chapter
- Humanitarian Response Council (HRC)
- U of T International Socialists
- U of T Journalists for Human Rights
- Kids Can Free the Children
- Kids In Developing Societies
- North American Model United Nations (NAMUN)
- Oxfam Canada – University of Toronto Chapter
- Peace by PEACE
- Save the Children at U of T
- Students United for AIDS Orphans of Africa
- Teachers Without Borders (TWB) - UofT Chapter
- U of T United Nations Children's Fund (UNICEF)
- U of T United Nations Society (UNSOC)
- University of Toronto Student Union (UTSU)
- University of Toronto Mississauga Student Union (UTMSU)
- The Volunteering Association @ U of T
- War Child @ U of T

Community Organizations

Multiple Sclerosis Society of Canada, Mississauga Chapter
<http://www.mssociety.ca/chapters/mississauga/>

Osteoporosis Canada- Mississauga Chapter
<http://www.osteoporosis.ca/english/volunteering/postings/mississauga/>

ALS Society of Ontario
<http://www.alsont.ca/>

Children's AIDS Health Program
<http://www.letsstopaids.org/en/>

United Way of Peel Region
<http://www.unitedwaypeel.org/>

Peel Children's Centre
<http://www.peelcc.org/>

Heart and Stroke Foundation of Ontario- Peel Chapter
<http://ww2.heartandstroke.ca>

MADD Canada
<http://www.madd.ca/>

India Rainbow Community Services of Peel
<http://www.indiarainbow.org/>

Volunteer Postings

Volunteering is a great way to gain experience, while still managing school and other commitments. Below are volunteer postings that offer practical experience for a student interested in policy. These postings can be found from the Career Centre Summer, Part-Time Employment Service database.

Organization	Position Title	Skills Required	Job Description
Women's Healthy Environment Network (WHEN)	Fundraiser	Communication, Management and Leadership	Since its inception in 1994, WHEN has been educating the media, policy makers and the general public to the fact that environmental health is a key determinant of public health. WHEN actively promotes the primary prevention of environmentally linked health problems such as cancer and immune system related conditions by advocating the reduction of toxic emissions. WHEN is looking for an individual who could contribute their expertise in researching and writing grant proposals. Key qualifications sought are: previous experience writing successful grant proposals, superior organizational and writing skills, and excellent attention to detail.

Family Service Association of Toronto	Volunteer Advisory Council Member	Communication, Creative, Management and Leadership, Organizational	The volunteer will give advice on strategy development, provide leadership and experience in the field of volunteering. The volunteer will provide information about issues, ideas, and advice on community issues re: volunteering. The volunteer will assist in volunteer award selection and have an opportunity to get involved in special projects such as policy development, orientation, and recruitment.
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Work-Study Postings

The work-study program is a financial assistance geared towards university and college students who are also part of the Ontario Student Assistance Program (OSAP). It helps students meet their educational costs by working part-time during the year, in unique jobs within the university, which can help students gain necessary skills for a career in policy. These postings can be found from the Career Centre Summer, Part-Time Employment Service database located at www.utm.utoronto.ca/careers

Department	Position Title	Skills Required	Job Description
U of T Department of Sociology	Research Assistant	Analytical, Communication, Computer, Data Management, Organizational, Quantitative	Duties involve assisting in manuscript preparation by locating and summarizing previous research, transcribing, editing, coding and analyzing in-depth interviews with former teenage mothers and their children, and manuscript editing. Students may view this position as an opportunity to collaborate with faculty and graduate students on a project with important policy implications. In the past year we have produced a number of conference presentations and manuscripts that are currently in review for publication. This position is an excellent opportunity to learn and use research skills in the analysis of qualitative and/or quantitative data.
UTM Department of Environment	Waste Management Research/ Policy Analyst	Analytical, Communication, Interpersonal, Organizational, Quantitative	Research, on-line and library, into waste management issues in the third world, particularly in Vietnam, specifically employing women and children. This work would be in conjunction with a large Canadian Government funded project, "Waste-Econ: Making Wastes Work for the

			Economy” which is aimed at improving waste management expertise and practices in Vietnam, Laos and Cambodia. The student will also perform analysis on current policies in practice in this area of the world. Travel may be possible. The student would also gain practical experience through liaising with the project management team.
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Part-Time Positions

Part-time jobs are an excellent way to gain the experience required for a career in policy, alongside being financially rewarded for ones work. The postings below can be found from Charity Village employment database at www.charityvillage.ca

Organization	Position Title	Skills Required	Job Description
Associated Youth Services of Peel	Extra Judicial Sanctions Coordinator	Analytical, Communication, Computer, Interpersonal, Organizational	Responsibilities of this job are to respond to referrals from Crown Attorney's office for Extra Judicial Sanctions and provide services mandated by the Youth Criminal Justice Act. This position also involves providing information to clients, parents, CAS Workers and others regarding the Extra Judicial Sanctions Program. Qualifications for this position are: a community college diploma or university degree in a social science field or equivalent, as well as knowledge of the Youth Criminal Justice Act, Provincial Offences Act, Child and Family Services Act and the Extra Judicial Sanctions Model.
Youth Action Network (YAN)	Project Coordinator	Communication, Organizational, Leadership	YAN is a non-profit, charitable organization, driven and originated by youths. YAN aims to create and promote social development and public policy initiatives for Canadian Youth through research, human resource development, public education, advocacy and regional co-operation. YAN requires volunteers to travel across the country, meeting with community groups and young people; the objectives of this project are to raise YAN's profile, generate interest in the organization and garner additional members. The intern to this position would be expected to coordinate the whole event, with

			support from staff and volunteers. Duties include: obtaining sponsorship and coordinating fundraising efforts, building a team of volunteers, contacting community groups in places YAN will visit, develop media/press packages, developing an itinerary of events for each site visit, and preparing for events at each site visit.
The Peel Committee against Woman Abuse (PCAWA)	Assistant Coordinator	Communication, Computer, Organizational	The Peel Committee Against Woman Abuse (PCAWA) is a coordinating committee of over 45 agencies from the social service, health, judicial, ethno-specific, and educational sectors working together to promote a comprehensive and effective community response to woman abuse in the Region of Peel. Key areas of focus are: education/prevention, policy and resource development, and research and advocacy. Specific responsibilities of the Assistant Coordinator are to: assist with organizing and facilitating sub-committees, including taking of minutes and developing meeting agendas, special events planning, community outreach, and community development, provide administrative support to the coordinator, and research and develop resource materials on violence against women issues.
Toronto Community Hostel	Relief Worker	Interpersonal, Teamwork, Communication	Toronto Community Hostel is a non-profit, charitable organization that provides emergency shelter to newcomers, families, couples, single men and women. The environment is racially and ethnically diverse. We are seeking a NIGHT/ WEEKEND RELIEF STAFF who would be responsible for the 22 bed hostel while on shift. Duties include: intake and assessment procedures, hostel maintenance and some general cleaning and organizing resident support, ensuring health and safety of all occupants, crisis intervention and advocacy, and basic administrative duties. The position requires shift work rotation over 24 hours and includes weekends and holidays. Applicants should have some knowledge of Canada

			Immigration policy, proven knowledge of resources available to newcomers and homeless families, crisis intervention and intervention skills, a commitment to anti-racism practices, and a proven ability to work effectively in a team environment.
Mount Sinai Hospital	Assistant, Diversity and Human Rights	Analytical, Computer, Communication, Data Management, Interpersonal, Organizational	Responsible for supporting the activities of the Diversity and Human Rights office by ensuring that all Diversity & Human Rights systems and procedures are consistent and in compliance with the Ontario Human Rights Code, Mount Sinai Harassment Policy, and other relevant hospital policies and government legislation which are in place and known to the hospital community. Provides clerical and administrative support by recording minutes, developing office systems, etc. These systems include, but are not limited to, case tracking and record keeping, communication and information, human rights and dispute resolution training and special project databases. Responsible for developing and organizing educational events designed to raise awareness of diversity and human rights issues in the hospital.

SECTION FIVE: FURTHER EDUCATION

Certain careers in public policy may require further education, beyond your undergraduate degree. Below is a list of Ontario educational institutions that offer a program related to policy. This list is by no means exhaustive, and instead serves to give you an idea of the different types of programs and degrees available for those interested in pursuing a career in the exciting field of policy.

School	Program Name	Type of Degree
<i>Humber College</i>	Public Relations	Post-Graduate Certificate
<i>University of Western Ontario</i>	Public Relations	Post-Graduate Diploma
<i>Carleton University</i>	Nunavut Public Service	Certificate

	Studies	
<i>McMaster University</i>	Public Policy and Administration	Master's Degree
<i>York University</i>	Public Sector Management	Certificate
<i>University of Toronto</i>	Nonprofits Social Accounting	Certificate of Accomplishment
<i>Ryerson University</i>	Fundraising Management	Certificate
<i>University of Guelph</i>	Political Science	Master's Degree
<i>University of Western Ontario</i>	Political Science	Doctoral Degree
<i>George Brown College</i>	Institute Without Boundaries	Certificate

For more information on Graduate schools, please refer to the Career Center Tip Sheets:

- Considering Graduate School
- Applying to Graduate School

SECTION SIX: FULL-TIME JOB POSTINGS

Below is a list of full-time jobs that involve policy making. These postings can be found on the Charity Village website at www.charityvillage.ca

Organization	Position Title	Skills Required	Job Description
Finance Canada	Economists, Policy Analysts	Analytical, Communication, Creative, Data Management, Interpersonal, Management and Leadership, Quantitative, Technical (non-computer)	Finance Canada is looking to recruit talented, creative, and motivated people to join its team of economists and policy analysts. Finance Canada is the primary source of economic and financial advice to the Minister of Finance and the Government of Canada. We interact with virtually every other federal department and agency and play a pivotal role in the analysis and design of public policy across the widest range of economic, financial, social and environmental issues.
The Department of Canadian Heritage	Junior Policy Officer	Analytical, Communication, Organizational	The Department of Canadian Heritage is responsible for policies and programs relating to broadcasting, cultural industries, arts, heritage, official languages, Canadian identity, citizen's participation, multiculturalism and sport. The Department works with Canadians to strengthen their shared sense of identity while respecting their diversity. You will conduct

			research and analysis, assemble relevant information and data on compliance and enforcement activities; liaise on behalf of the manager, with other federal departments, other levels of government and organizations in order to acquire or exchange information; draft and/or provide support for correspondence, briefing notes, assist with qualitative analysis and/or data analysis and statistical compilations relating to various areas.
Foreign Affairs and International Trade Canada	Trade Commissioners/ Foreign Service Officers	Analytical, Communication, Interpersonal, Management and Leadership	As a trade commissioner, you will provide advice to your Canadian clients on doing business in a complex and rapidly changing global marketplace. You will contribute to Canadian prosperity by: advancing Canadian trade and economic interests around the world; increasing Canada's global competitiveness; promoting the export of goods and services in foreign markets; negotiating and administering trade agreements; attracting foreign investment into Canada and facilitating strategic Canadian investment abroad; and promoting the capacity of Canada's science and technology sector. You must be client- service oriented, a self-starter, and demonstrate the initiative to seek out new contacts as well as market and sector intelligence.
Hydro One Remote Communities	Aboriginal Relations Assistant	Analytical, Communication, Computer, Interpersonal, Organizational, Event Planning	The Aboriginal Relations group is responsible for developing corporate policies and communications in support of Hydro One's ongoing relationships with First Nations across Ontario. They also develop and coordinate staff training relating to First Nation issues and offer support for the line staff working with First Nation communities. Customer Service is a major priority for the Aboriginal Relations group and they maintain a database of communities and of relevant legislation and policies and coordinate negotiations for land use permits. This position will provide you with the opportunity to work closely with First Nation administrators and leaders.

			You will develop communication skills in a corporate environment and you will have the opportunity to develop and enhance your negotiation skills. You will have the opportunity to become involved in: policy and communications support, organizing public events, and executing communications activities.
YWCA Canada	Director, Advocacy and Public Policy	Communication, Interpersonal, Research, Organizational, Leadership	YWCA Canada is a national, charitable organization committed to equity and equality for all women and girls. A Director of Advocacy and Public Policy is responsible for government relations, policy analyzing, advocacy initiatives and program and organizing public policy forums and events. A successful candidate will have a Master's degree in Public Policy, or a related field, as well as at least 5 years of experience in a women's equality-seeking organization. A successful candidate will also possess superior analyst skills in the area of policy and politics, and competent in research methodologies and written communication.
Oxfam Canada	Program Specialist-Gender	Analytical, Interpersonal, Communication, Teamwork, Leadership	Oxfam Canada is an international development agency committed to the equitable distribution of wealth and power through fundamental social change. We work in relationships of solidarity and partnership to eradicate poverty and injustice, with a focus on women's rights and gender equality. Reporting to the Manager of Programs, the Program Specialist (Gender) will play an important role in guiding and supporting the on-going transition of Oxfam Canada to an agency wholly dedicated to the promotion of women's rights and gender equality. In particular, the Program Specialist (Gender) will be responsible for providing support to regional program teams and individual project managers to define, develop and implement quality programs on women's rights; and leadership to the implementation and administration of Oxfam Canada's global Partnership Program on women's rights entitled

			‘Engendering Change’
Aboriginal Association of Nurses	Research Policy Analyst	Project Management, Communication, Research, Interpersonal, Organizational, Teamwork, Leadership	The mission of the Aboriginal Nurses Association of Canada is to improve the health of Aboriginal people by supporting Aboriginal Nurses and by promoting the development and practice of Aboriginal Health Nursing. Under the direction of the Aboriginal Nurses Association of Canada Executive Director, the Research Policy Analyst will be responsible for developing and delivering dynamic policy and program initiatives and strategies, as well as reports and other written material relating to Aboriginal health. The analyst will also be responsible for heading research projects and guiding the works of the Aboriginal Nurses Association of Canada, collaborating with staff and identified communities on community-based research projects, and identifying and evaluating existing materials to determine the need for development of new materials.
United Way of Greater Toronto	Senior Policy Advisor	Analytical, Writing, Research, Communication	United Way of Greater Toronto (UWGT) is a nonprofit organization that raises and distributes funds to social service agencies across the City of Toronto. The role of the Senior Policy Advisor would include assisting the Director of Public Policy in the development and implementation of an annual public policy agenda, staff task forces and other collaborative initiatives and projects, participating in policy-setting forums and government relations activities, working closely with colleagues in other units and departments to align public policy work with research, communications and fundraising objectives. A successful candidate will have a minimum of 5 years experience in policy development, government relations, advocacy and communications, and a demonstrated knowledge of public policy issues affecting the community services sector, particularly in the areas of youth, newcomers, neighborhood renewal, and community infrastructure.

SECTION SEVEN: INDUSTRY TRENDS

Your research for a future career in policy should also include an exploration of industry trends. Industry information helps give you a realistic picture of the job market that you wish to enter. It's VERY important that your research includes work prospects, so that you can make a more informed decision about the career choice you wish to pursue. Below are two examples of policy careers and their prospects for the future. This information can be found on Canada's Job Futures website, at: www.jobfutures.ca

For more detailed information about job outlook and salary ranges across different regions of Canada, and through the province, visit Canada's Labour Market Information website at: <http://lmi-imt.hrdc-drhc.gc.ca/>

Policy and Programs Officers, Researchers and Consultants

The current work prospects for this career are rated as FAIR because employment grew at an above average rate over the 1999-2001 periods due to increases in government hiring. However, the number of job seekers matches the number of job openings and most new entrants are recent graduates and immigrants.

The outlook for 2007 is rated as FAIR because the employment growth rate will be above average as improved government finances should result in job openings. The retirement rate will be above average, and the number of job seekers will keep pace with the number of job openings.

Managers in Public Administration

The current work prospects are rated GOOD because employment grew at a significant rate from 1999-2001, due to increases in government spending.

The outlook for 2007 and beyond is rated as GOOD as the employment rate will continue to increase, and the number of job openings will exceed the number of job seekers. You will see a greater amount of graduates moving up the ranks to replace the number of individuals who will enter into retirement.

SECTION EIGHT: HOW CAN THE CAREER CENTRE HELP?

Want a hard copy to look at or take home? [Print resources](#) are available at the Career Centre to give you more in-depth information on different careers within public policy.

Books

- What Can I Do With My Degree in Political Science?
- What You Can Do With an Arts Degree
- Great Jobs for Liberal Arts Majors
- Careers for Persuasive Types and Others Who Won't Take No for an Answer
- Careers for Good Samaritans and Other Humanitarian Types
- The Wet Feet Insider Guide to Industries and Careers for Undergrads
- Making a Living While Making a Difference
- Careers in Fundraising
- Careers in Community Development
- Politics, Government and Activism

Binders

- Political Science/Public Policy (SOC416)
- Public Admin/Lobbyist/Sociologist/Social Research/Market Researcher (SOC416)
- Working for the Government (SOC416)
- Ministry Information (SOC416)
- Fund Raiser (ART510)

Panel Packages

- Careers in Government (2006)
- Careers with a Conscience (2006)
- Careers in International Development (2006)
- Careers in Activism (2005)

Industry Guides

- Blue Book: Directory of Community Services in Toronto
- Directory of Canadian Marketing Research Organizations

Do you think that to see is to believe? Then check out our collection of [videos](#) related to public policy.

- Careers in Government (2006)

Do you enjoy exploring future careers via the internet? Then the [Career Centre website](#) is perfect for you!

- Free Access to Career Cruising (Only from Career Centre Computers)
- Employment and Volunteer Database

- Links to information about working abroad
- Links for Employment and Industry Websites

Do you enjoy interacting with others while gaining knowledge about future careers? Then attend one of the Career Centre fairs and network with the experts!

- Get Experience Fair
- Professional Schools Fair
- Career Expo
- Summer Job Fair

Are you looking for guidance from a professional in your field of choice? Try out Alumni Mentorship Program, geared towards students who have a specific idea of the career they wish to pursue after graduation. Consult the Career Centre for further information.

Are you looking for a job shadowing program to investigate future career interests? The Extern Program offers a 1 to 5 day voluntary placement in February and May. Contact the Career Centre for more details.

Consult out Alumni Binder for more profiles on professionals working for the government, such as:

- Jonathan Briet (Coordinator for the National Crime Prevention Centre)
- Elizabeth Vork (Assistant to a Member of Parliament)

If you are unsure about your career direction, or how your academic major relates to work after graduation, you may find it helpful to make an individual appointment with one of our professional Career Counsellors.

Looking for a job? If you're graduating, the Graduating Students Employment Service offers postings for students in your final year of study. The Recent Graduate Employment Service allows you to access full-time opportunities for two years after graduation. Please check with the Career Centre for details.

Please feel free to come and visit us in Room 3094, South Building. We can also be reached by phone at 905-828-5451, or by email at careers@utm.utoronto.ca. Visit our website at www.utm.utoronto.ca/careers

SECTION NINE: PROFESSIONAL ASSOCIATIONS

Professional associations are a great way to network and gain more insight into your field of interest. By subscribing to a student membership, you can also find out more about conferences and events about that profession.

Canadian Association of Programs in Public Administration

<http://www.cappa.ca/>

Canadian Centre for Policy Alternatives

<http://www.policyalternatives.ca>

Canadian Political Science Association

<http://www.edac.ca/>

Canadian Public Health Association

http://pscac-cccfp.gc.ca/centres/home_e.php

Canadian Public Relations Society Inc.

<http://www.cprs.ca>

CD Howe Institute

<http://www.cdhowe.org>

Chemical Institute of Canada

<http://www.pafso.com/>

Council for the Advancement of Native Development Officers

<http://www.edo.ca>

Economic Developers Association of Canada

<http://www.edac.ca>

Fraser Institute

<http://www.fraserinstitute.ca>

Institute for Research on Public Policy

<http://www.irpp.org>

Organization of Professional Immigration Consultants

<http://opic.org>

Professional Association of Foreign Service Officers

<http://www.pafso.com>

SECTION TEN: INFORMATION INTERVIEWS

One of the best ways of finding out more about a job (besides doing it, of course) is to ask the professionals that actually work in the area. Below are five information interviews that I conducted with professionals who work with policy. For resources on how to conduct information interviews, please refer to the Information Interview Tip Sheet, available for download at:
http://www.utm.utoronto.ca/careers/info_interviews.html

Dr. Graham White, Professor, University of Toronto

Professor Graham White (HBA, York), (MA, PhD McMaster) was one of the first persons accepted into the Ontario Legislative Internship Programme, run jointly by the Legislature and the Canadian Political Science Association. In 1978, he accepted a position as in the Clerk's Office of Queen's Park. Over the next six years, he provided procedural advice and administrative support to a number of legislative committees including the Public Accounts Committee, the Procedural Affairs Committee, the Select Committee on the Ombudsman and the Select Committee on Pensions. He also spent some time serving at 'the table' in the legislative chamber.

In 1984, he accepted a position in the Political Science Department at the University of Toronto's Erindale College (now the University of Toronto at Mississauga). He holds the rank of Full Professor. His teaching at Erindale and on the St George campus has primarily been in the area of Canadian politics, with special emphasis on provincial and territorial politics, and on institutions of governance such as cabinets, legislatures and bureaucracies. Since the late 1980s he has been visiting the Northwest Territories regularly and writing about the unique political systems there.

At UTM, Professor White has taken a special interest in first-year teaching. He has taught the introductory Political Science course - POL100 - for many years. In 1997-8 he chaired the Principal's Task Force on Year One, which produced an extensive report proposing reforms to the first-year curriculum and to non-academic aspects of first year. He currently serves as chair of UTM's First Year Instructors Council.

Describe your career development process. Have you always been involved in academia?

“Like most people, I tumbled through things. There were not too many academic jobs at the time of my graduation, so I ended up working for seven years in non-partisan capacity for the Ontario legislative assembly. After that, I accepted a position as an instructor at the University of Toronto (Mississauga campus).”

Describe the sort of policy work you were involved in during the creation of Nunavut? What was your official role?

“My role was very minor. I worked on small policy papers for the government that was emerging. A lot of my research came from interviewing people within the Northern government that was emerging, asking a lot of questions, and giving feedback.

What stage of the public policy cycle were you most involved in?

“I was involved in Northern affairs for nearly 20 years. I was asked for input on how the government of the North should be developed. I shifted from working in the implementation stage to consulting. However, my role was exceedingly minor”

On a typical day as an academic/professor, what do you do?

“I’m not sure if there is a typical day. My daily routine depends a lot on the time of year it is, and whether school is in session. During the school term, one day may be devoted to office hours, classes, or marking. The next day might be spent working on my own research and writing. When I was Chair of the Political Science Department, some of my days were also spent going to meetings. During the summer, I spend my time writing, travelling and doing more research.”

What personal qualities or abilities are important to being successful with a career in academia?

“To succeed in academia, you must have persistence and determination. Those are essential, especially when you are working towards your PhD. You need to have the ability to stay focussed on one project for a long time. After you finish your PhD, you must work really hard to find a job.”

What part of this job do you find most satisfying? Most challenging?

“The most satisfying part of being an academic is when you can engage others with the things that interest you. If a lecture goes really well, it feels really good. Even if I won the lottery, I would still do research and spend time in Nunavut and the Yukon interviewing politicians.

The most challenging aspect of being an academic is balancing your work with a real life. In the nature of academia, there is always more that you could be reading about your topic, it never feels like you have done enough. If your not

careful, you could spend all your time working and researching, and neglect your real life. The second challenging aspect of becoming an academic is spreading yourself too thin, in the sense that you may have more research interests than time to do the research and write papers.”

How do you see jobs in this field changing in the future?

“There are and will continue to be good jobs for good people. There will be fair number of jobs available. However, there is no question that the kinds of expectations put on new faculty for publishing will be very high.”

What special advice would you give a person entering into the field of public policy? Academia?

“My advice for those interested in public policy is to get good academic training, but also to have more exposure you have to real world situations in the government and private sector job. Try to get broad experiences, and be open to different opportunities. For those interested in academia: be realistic about whether you really want to do this. Getting your PhD is a difficult, and in order to succeed you must really love what you’re doing.”

If you could do things all over again, would you choose the same path for yourself? Why?

Absolutely. In the academic world, it is increasingly unusual to get job straight out of school. You are taken more seriously as a scholar if you have experience outside of academia to bring to your work.

Ziyaad Vahed, Senior Policy Advisor, Ministry of Education

Ziyaad Vahed is a UTM Alumni who contributed not only as a student, but as a graduate, in ways that have drastically changed UTM and UofT at large. As a student, he served as President of Muslim Students Association, and as a member of the Principal’s taskforce. While pursuing graduate studies at OISE, he worked part-time at UTM as an OSAP Counsellor. After finishing his graduate degree, he found employment with the U of T Faculty of Physical Education and Health, as an Ethnocultural Community Coordinator. From this position, he was accepted to the prestigious Ontario Internship Program. Upon completion of the program, he was recruited to continue his work with the Ontario Public Service, in the Ministry of Education.

Describe your role as a Senior Policy Analyst for the Ministry of Education. What sorts of programs and projects are you involved in?

As a Senior Policy Advisor I have had many different roles. I have been involved in all aspects of the policy process, from policy development to implementation and evaluation. For example, policy development involves researching academic

literature, finding out about what other provinces or countries are doing and talking to organizations and people in the public to get their perspective. All of this work is then compiled into a policy paper and a briefing note for the Minister that provides different options for her/his consideration and a recommendation.

Implementation usually involves the development of a program either directly administered through the government or in partnership with a non-governmental agency. The development and implementation of a program often involves discussion with people in the Ministry of Education, with other ministries and with public organizations.

Another aspect of policy also includes the evaluation of a policy or program. In short, did the policy and program make a difference? What was the outcome? Do we have to modify the process or cancel the program all together if it is not having the success that was anticipated?

Along with actually doing the work, is communicating what the government is doing for the public. The Ministry has to keep the public informed of new policies and services that are available to them and which they can access. As a result, I work closely with individuals in the Communications branch to develop a communications strategy.

What are the basic education/training/experience prerequisites for jobs in this field?

Many Policy Advisors have at least an undergraduate degree. Some may even have a Masters degree as well. It really doesn't matter what your degree is in, because all ministries are looking for similar skills set which include: strong writing skills, the ability to analyze and synthesize information and the ability to work with people.

That being said there have been individuals that have made it into policy positions without a degree. They may have a college diploma or a broad range of experience that was recognized by a manager. Some individuals have also started as administrative staff and after some years in the government became policy advisors.

How did you get your job? What jobs and experiences have led you to your present position?

As a student at UTM I volunteered regularly and served on various committees. This volunteer work eventually became paid work for the university. After completing my Bachelor of Education I was looking to get into a teaching position however, the job of Ethnocultural Community Coordinator came up at the Faculty of Physical Education and Health, U of T. I applied for the job and after getting it, worked on developing equity policy and programs.

After working with U of T for two years, I then applied to the Ontario Internship Program as a policy intern. This is a two year paid internship with the government and you are placed in two different ministries. As an intern, all of the internal job posting are open to you and within 10 months I applied for and accepted a permanent position with the government.

On a typical day in this position, what do you do?

It's hard to describe what is typical because it depends a lot on the initiative you are working on. However, a lot of my day to day work involves doing research on the internet, meeting with my colleagues to move an initiative forward, speaking with the public to get their feedback, writing a briefing note, policy paper or contract and responding to email.

What personal qualities or abilities are important to being successful in this job?

The most important qualities or skills you need to have include: strong reading and writing skills, the ability to research topics and summarize information, good judgment and the ability to work in teams and with people generally.

What part of this job do you find most satisfying? Most challenging?

What is satisfying about the job is the chance to work with really smart people who are working on complex issues. It is also satisfying to actually have your policy/program accepted and implemented after many months of work. What is most challenging is the length of time that it takes to make any significant change. Since issues are so complex, it often takes a lot of thought and discussion before a change occurs, so one has to be patient and persistent in the work that you do, knowing that eventually you may accomplish what you set out to do.

How do you see jobs in this field changing in the future?

I don't see much change in the role of Policy Advisors. The government will always need them to do the type of work that they are doing. The good news for young people is that there will be many public servants retiring over the next 10 years, so there will be increasing opportunity in the near future.

What special advice would you give a person entering this field?

If you wanted to get into this field my advice would be to try and get a position with the Ontario Internship Program. This program will give you the opportunity to work while getting paid and will also give you the "foot in the door" to a long-term career in the public service. If you cannot get into the internship program, you can also apply directly to entry level positions. Either way, it is best to try and seek out people who are already working for the government and get their advice.

If you do not get in right away, don't give up. Many people come into the public service after they have worked for a number of years in a non-profit agency, or with the private sector.

If you could do things all over again, would you choose the same path for yourself? Why?

I think I would have taken the same path because I am interested in looking at things on a large scale and I am also interested in how things work and why. I also have an interest in politics and its affect on society.

I also felt strongly that whatever work I chose to do would include serving the public in some way and the Ontario public service fulfills this personal goal.

Katie Mahoney, City Councillor, City of Mississauga

Councillor Katie Mahoney has served six terms as a City and Regional Councillor for the City of Mississauga. Her passion in various issues affecting the citizens of Mississauga is demonstrated by her involvement in committees such as the City's Planning and Development Committee, Appeal Committee, Accessibility Advisory Committee, the Heritage Mississauga and the Living Arts Centre She is extremely dedicated to improving the City of Mississauga, and is especially committed to working with youth, Councillor Mahoney spearheads a Youth Drop-In Collaborative which includes representation from the City of Mississauga Recreation and Parks Division, Peel Living, the Rotary Club of Mississauga West, the Boys and Girls Club of Peel, Erin Mills United Church and Peel Regional Police.

Describe your career process. How did you arrive at a career in public policy?

I arrived at my current career through community volunteering. To be elected, I worked in many volunteer organizations within my community, and then was encouraged to run for council. My education was not in public policy, but my experience within the community gave me the skills to do well in my current position."

What sorts of policy issues are you confronted with on a daily basis? How do you arrive at decisions for these policy issues?

On Mississauga City Council, we give the city staff the parameters and aims of the policy, and they do the research and work with the stakeholders to reflect council's directions.

What do you love about your job most? What do you enjoy least?

"What I love most about my job is working and interacting with my constituents and the public. I also love to problem solve.

The administrative end of things, such as paperwork is what I often enjoy least. along with disseminating bureaucratic speech when reading.”

What advice would you give a student who is interested in pursuing a career in public policy?

My biggest piece of advice is to get into the community and talk to the people about the issues that affect them within their neighborhood and community. It depends on level of govt. but get to know the issues that affect people, positively or negatively.

Karen Lohead, Professor, Wilfrid Laurier University

What kinds of experiences led you to a career in academia?

I can still remember the day I decided that a career in academia was something I wanted to pursue. I was staying in a youth hostel in Sydney Australia while doing research for my MA thesis and it dawned on me: I could be at the beach today. I had no one looking over my shoulder telling me that I should make the most of this research trip and my supervisor would never know if I chose to spend the day at the beach so why wasn't I at the beach? The fact was that I wasn't at the beach because I was thoroughly enjoying the research I was doing and the interviews I was conducting. I was excited about the opportunity this research trip presented to learn and eventually write about the meaning-in-practice of aboriginal self-government in Canada and Australia (the topic of my MA thesis). This realization made me decide to pursue a PhD in Political Science and eventually to become a professor.

What are the basic education/training/experience prerequisites for becoming a professor?

In order to become a professor you are normally required to complete a 4 year, or honours, BA, followed by a 1-2 year Master's program, followed by a 5-10 year PhD program. As a result, to become a professor I spent 13 years in university (4 year BA, 2 year MA, 7 year PhD). This formal education ensures that you have a competent grasp of the scope of your discipline (in my case, Political Science) as well as highly developed research and writing skills. Simply having a 'PhD in-hand', as they say, however does not guarantee you an academic job, however. You are also normally required to have some teaching experience (which can be gained during the course of your PhD, especially at smaller schools, or by working as a 'sessional instructor' after completing your PhD) and well as a strong publication record and evidence of an ongoing research program.

On a typical day in your position, what do you do?

I don't think there's any such thing as a 'typical day' in the life of a professor. The structure of your day depends on if and when you teach that day, whether or not you have assignments or tests to grade, whether or not you have office hours, whether or not you have administrative meetings, etc. Generally speaking, though, I try to divide my time between my teaching responsibilities and my own research, with the balance being tipped in favour of teaching from about mid-semester on (when there are assignments to mark, midterms to prepare and grade, and final exams to prepare and grade) and in favour of research during the start of the semester and between final exams and the start of the next semester. I also spend a considerable amount of my time responding to emails and meeting with students outside of my regular office hours.

What personal qualities or abilities are important to being successful to being an academic/professor?

The most important quality for an academic/professor to possess is self-discipline. I say this because the only time an academic/professor has to be in a particular place at a particular time is during scheduled course hours (normally 6-9 hours per week depending on the number of courses being taught in any given semester) and scheduled office hours (normally 2-3 hours per week). Without self-discipline an academic/professor will not be able to maintain an active research program and stay on top of his/her teaching responsibilities.

An academic/professor also needs good time-management skills (to ensure a proper balance between teaching, research and administrative responsibilities), excellent oral communications skills (to ensure that students get the most out of lectures/seminars), well developed research skills (to pursue an active research program), well developed written communication skills (to provide students with meaningful feedback on course assignments/test as well as to disseminate information and ideas to the academic community and public at large through books, book chapters and journal articles), and a genuine love of life-long learning.

What part of this job do you find most satisfying? Most challenging?

The most satisfying aspect of my job is the opportunity it gives me to share my knowledge and experiences with students inside and outside of formal classroom hours. The most challenging aspect of my job is trying to balance my own personal research with my teaching responsibilities. This challenges result from the fact that University classes are much larger today than they were a decade ago. Last semester, for example, I had over 300 students divided between 3 undergraduate classes. This required me to devote a considerable amount of time to marking papers, tests, and exams and thus spend less time than I would have liked working on the two books that I currently have in progress.

How do you see jobs in academia changing in the future?

I don't see jobs in academia changing too much in the future. Over the past decade technological changes have had an enormous positive impact on both research and teaching but I think these changes are now 'mainstream'.

What special advice would you give a person considering entering the world of academia and public policy?

If you decide to pursue a career in academic you will be spending a lot of time in school. Be sure to make the most of it. Think of your education as an investment in your future: you more you put into it, the more you will get out of it in the end. Do your weekly readings, spending time on your assignments, talk to your professors, get to know your fellow students, join clubs, go to conferences and speakers' series, and have fun! There is a lot of work involved along the road to becoming a professor but in many ways your career as a professor is an extension of your education process rather than something completely new and different. If you like what you're doing as a BA, MA and PhD student you will likely enjoy the life of a professor.

If you could do things all over again, would you choose the same path for yourself? Why?

Definitely! I love the flexibility that a career in academia provides. Being able to work my own hours (for the most part) gives me a large degree of control over my personal and professional life. I also greatly enjoy teaching and the ability my job give me to conduct research on issues that I think are important.

**Jane Ngobia, Diversity, Equity and Leadership Officer,
University of Toronto**

Describe your role as the Equity and Diversity Officer, for the University of Toronto, at Mississauga. What sorts of projects and programs are you involved in?

My mandate is to act as a resource for UTM students on equity and diversity issues. My position includes liaising with tri-campus equity and diversity officers in order to bring effective programming to UTM. This includes the Leadership Institute and the International Student's Resource Centre. I am also currently involved in working with student groups on their initiatives, such as the Student Refugee Program, as well as organizing a first-year leadership conference.

What are the educational requirements (or professional experience) necessary for your line of work?

This position requires a certain level of knowledge of student development theory, alongside a university degree and experience working with students. An individual with this line of work also requires a great deal of knowledge on equity

and diversity issues, leadership development, and university administration and policy development. I personally came into my position with a Master's degree in Theory and Policy Development in Higher Education, as well as a Master's in Religious Studies, and a Master's in Education. I had both the theoretical and practical experience of working with students.

How does your position enable you to affect policy within the University of Toronto?

My position places me in an advisory role to the UTM Principal. I am part of various University of Toronto committees, such as the Equity Advisory Board (tri-campus) that does advisory work on the type of programming and policies that students, staff, and faculty at the University of Toronto require. Not only do I have the opportunity to work in the planning stages of policy work, but also work with practitioners in the implementation stage.

What do you love most about your career as Equity and Diversity Officer?

I like working with people of different backgrounds and cultures. Equity issues can be very intimate and personal at times, and it feels good to be trusted. I also love dealing with people at a more personal level.

What kinds of skills are necessary to be successful in this type of career?

To be successful in this type of position, you have to be very open-minded. You must be able to acknowledge the differences that people bring, and be accommodating. This has a lot to do with having soft skills. You must also be a good negotiator, as you are often dealing with people from different perspectives.

What do you enjoy least about your job?

What I enjoy least about my job is that I can not always do everything that I may want to. As hard as I try, topics such as leadership and diversity are very broad, and you can not always get deeper into the issues when teaching sessions or working on specific programs. Sometimes I feel like I am only scratching the surface.

What type of advice would you give to a student who is interested in becoming a diversity officer?

Firstly, this type of position calls on you to be very open-minded. You need to use different lenses, or ways of thinking, when working with different groups. For example, you may be working with an LGBTQ group on a project one day, and a very Orthodox religious group the next. You need to know how to change gears in order to accommodate for the different perspectives that diversity represents.

My second piece of advice is to be ready to be a learner. You are constantly learning things from those around you. Also, you will never know how your day looks like. Sometimes you plan your day in a certain way, and it can completely change. Be ready for the unexpected.

SECTION TEN: ARTICLES

Articles about careers and industry trends are essential to your career development process. Articles help students understand the current issues confronting a particular industry, so that the student can be better informed about their career choices. Below are three articles that can be useful to students who are interested in a policy related career. For articles on careers that you might be interested in, try websites such as:

QuintCareers.com

http://www.quintcareers.com/college_grad_articles.html

Universities getting ready for post-boomer PS job rush

Specialized programs to help fill thousands of expected vacancies

Kathryn May

The Ottawa Citizen

Monday, November 06, 2006

Canada's universities are gearing up for a hiring boom in the public sector as aging baby boomers retire from their government jobs.

Four Ontario universities—the University of Ottawa, Ryerson, York and the University of Toronto—are the latest in the rush to create new public management or public policy programs and tap into the thousands of jobs that will open up at all levels of government over the next decade, said Sandford Borins, president of the Canadian Association of Programs in Public Administration.

Three of the schools are starting master's degree programs.

And the University of Ottawa is launching a mid-career management program that's aimed at producing better financial and human resource managers -- widely considered big management weaknesses in the federal government today. The University of Ottawa is also setting up a new master's program in public affairs and international development, and the University of Saskatchewan and University of Regina are teaming up to explore putting together a graduate program.

"I don't think there are any worries for the schools these days," said political scientist Sharon Sutherland. "Look at the hiring of the federal government alone.

The turnover will be so huge even if programs proliferate all over, it will take some time before they are more than a drop in the ocean."

It's also a reflection of the reality that a university degree—particularly a master's degree—is becoming the minimum qualification for many federal jobs and that working in government isn't the turnoff for young grads that many think it is.

In fact, other than when governments weren't hiring, Canada's public policy students never lost interest in working in the public sector, university professors say. They say idealists are typically drawn to the voluntary sector and think-tanks, those who "want to make a difference" lean to government and others go for the higher-paying consulting jobs in the private sector.

Mr. Borins said the big difference these days is government jobs look better now that the "bloom is off the private sector rose" following the technology meltdown and a series of scandals, from Enron to Worldcom, that have rocked the corporate sector.

Existing public administration schools are busting at the seams and expect enrolment to continue to rise over the next several years. Enrolment at Carleton University's public administration program, the oldest in Canada, grew about 20 per cent this year and the school is braced for a 25-per-cent jump next year, said Susan Phillips, director of Carleton's program.

But the new and expanded programs won't produce enough graduates to fill the anticipated demand for workers.

So far, the massive turnover predicted in the public service has yet to materialize, but demographics show the exodus is coming.

Last year, hiring in the public service grew by more than 22.8 per cent.

It's estimated that 40 per cent of the public service can retire by 2011. More than half of all public servants are now between the ages of 45 and 64 and 40 per cent are between 25 and 44 years old. It's the same picture in the upper ranks, where the top four layers of executives are all about the same age, between 50 and 53.

This push to increase the number of public policy students comes when Canada's top bureaucrat, Kevin Lynch, is making "renewal" of the public service a top priority with a major rethink of how the government recruits, retains, develops careers and manages its employees.

He wants new blood, whether fresh grads or mid-career recruits, and he's already told universities they should pay more attention to financial and human resource management in their curriculums.

More than a dozen Canadian universities offer post-graduate programs in public policy and management, churning out about 300 graduates a year. The new programs will turn out another 80 to 110 graduates.

The focus of the schools vary, with some running part-time, full-time, online or co-operative programs, in which students spend three or four months working in government.

David Zussman, the Jarislowsky Chair in Public Sector Management at the University of Ottawa, said the new program, which begins in January, is aimed at established bureaucrats and will concentrate on four areas: governance and Canada's political institutions; using data for decision-making; Canada's place in the world and management and leadership.

He said not only has government become more complicated in recent decades, but the generation of managers coming in doesn't know as much as the boomers going out. He said government hasn't paid enough attention to training, leaving public servants to "swim on their own" so their knowledge is "uneven and not as predictable as it used to be."

Mr. Lynch isn't the first clerk who wants to bring back the glory days of the public service when it attracted the best and the brightest. Many professors say they're tired of that old and overused slogan and argue the government's lousy recruitment practices make it impossible to achieve.

"The government's recruitment sucks. The government has never done a good job at recruitment," said Ms. Phillips.

Fazley Siddiq, director of Dalhousie University's public administration program, recently completed a survey on the recruitment of graduates in master's programs of public administration. He said the government is missing out on the country's best and brightest public policy graduates.

He found the government does a poor job courting students and most students don't even know about the government's recruitment campaigns.

He said departments that run their own recruitment drives for specialized talent, such as economists and auditors, are getting top-notch talent. But he said most are relying on short-term hiring of temporary and casual workers that many worry is lowering the calibre and productivity of the public service.

The government's recruiting arm, the Public Service Commission, recently sounded a similar alarm. President Maria Barrados said the commission is swamped with applications from post-secondary students, but last year only 500 were hired. She also warned managers rely too much on temporary, stop-gap

staffing such as casual and term employees, who end up with an inside track on permanent jobs.

The government hired about 45,000 people last year and only 15,000 were for permanent and term jobs.

The rest went to casual workers, who work for 90-day stints, and students, which means departments put most of their recruiting efforts into workers who stick around for about three months.

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Bureaucrat is not a dirty word

Bureaucratic ethics may slowly erode in the face of unrelenting contempt.

By MATT YOUNG

The Globe and Mail, Tuesday, May 3, 2005 Page A20

(reprinted with permission)

'I want to be a bureaucrat.'

When was the last time you heard someone say those words? Not too recently, I bet. Do you wonder why not? Let me tell you, because somehow, the proper name of this profession has been transformed into a dirty word, a barb to be slung about, a euphemism for waste, inefficiency, sloth, rote action, obstructionism and, perhaps worst of all, the complete absence of any sartorial acumen. Now do you see why so few people proclaim their bureaucratic aspirations?

On the cusp of graduating with a professional degree specializing in the bureaucratic arts and sciences, I have yet to enroll in Obfuscation 101, study Introduction to Time Mismanagement, or attend lectures on Advanced Fiscal Ineptitude. No, my classmates and I are eager, experienced, highly skilled, and committed to making a difference. Daily, we debate issues of public importance. We promptly complete our projects and assignments, and I'm quite certain I've even witnessed a number of innovative thoughts and approaches during my schooling.

When we talk of bureaucracy, we use a different vocabulary altogether. We discuss ideals such as the rule of law, justice, fairness, effectiveness and service to the public interest above all else. We identify collective problems and strive to craft solutions for them. We assess models of public accountability. We measure the use of common resources to evaluate efficiency. We confront the reconciling of competing social demands. And we do all of this with gusto.

So, what gives? How can there possibly be such a gulf between this enthusiasm, and the popular derision? It could be that bureaucrats aren't made; they slowly erode in the face of unrelenting contempt until they become but caricatures of themselves. Or maybe their devotion slowly melts away over years of comfort and security. Or perhaps frustration with political logjams morphs into apathy.

I doubt all of those scenarios. I have met and listened to enough bureaucrats, from the neophytes to the upper echelons, from the remotest outpost to the nation's capital, and those caricatures have simply not been borne out. I see the same intensity and commitment, the same honesty and effort, across the practising bureaucratic ranks as I do among my classmates. There must be another explanation.

The immediate post-Second World War period is sometimes described as the bureaucratic "heyday." Governments and their officials successfully had directed the entire wartime economy; they masterminded hitherto unimaginable feats of production and mobilization. It was respectable to be a bureaucrat.

As the decades advanced and the war receded in memory, a new ideology of social and economic organization gained ascendancy. It was one in which capitalist free-enterprise reigned supreme. Any restraint, any tether on the private engines of progress was anathema.

Private was good. Public was bad. Business was good. Government was bad. Businessmen were good. Bureaucrats were bad. So, it is here I believe lie the roots of bureaucrat-bashing and "bureaucrat" became a dirty word.

Of late, the faults of this monochromatic worldview have become apparent. The precept of "less government is better government" is called into doubt by failed states around the world, suffering from...too little government. Malfeasance in large private organizations has rocked our confidence in their capacity to safeguard the public interest.

That's where my classmates and I come in. We are the bureaucrats of tomorrow. We aspire not to profit nor to be recognized, but to make our communities, however large or small, better than before our arrival. And we're committed to doing that while upholding the rule of law, stewarding public resources, and treating everyone equally and with fairness. That's the credo of the bureaucrats I know.

So, what does it matter if we poke a little fun at government officials, if we disparage them for a laugh? It matters because it undermines the sense of public duty, the ethic of public service that drives each of us into this profession. It belittles our commitment to an ideal and mocks our faith in our professional values. If this banter corrodes the bureaucratic ethos to the point that civil servants only half-heartedly engage their in responsibilities, we all suffer. The

true cost will be measured by the degradation of our international development, law enforcement, environmental protection, health and social service programs.

Nonetheless, I'm pleased to report that government institutions will be shortly infused with another eager cohort, a cohort that sees beyond the derision to the highest aspirations of our profession: integrity, commitment to the public interest, public service, and some of the best public programs in the world. This is our pledge, and your assurance, of the kind of Canada we want into the next generation.

Top ten reasons to do an internship

By Maryon Urquhart, Director, Customer Relations, Career Edge

Year after year, students are faced with the age-old dilemma after graduation – getting a job. The problem is how to get a job without experience. Degrees and diplomas may look impressive on a résumé but recruiters are more sure to notice hands on experience and real work know-how. So start early with a co-op or internship placement. Whether you're in your first year or about to graduate there's no time like the present.

1. Put your degree or diploma to work

Choosing a paid internship increases your chances of working in a career that fits your education. Internships are designed to apply your academic knowledge directly to today's workplace. As an intern, you don't get stuck in a dead-end job that is only useful for paying off your student loan because it is for a defined period of time. Internships allow you to learn first hand whether your supposed 'dream job' is actually a nightmare.

2. No experience required

In today's job market most positions require previous full-time experience, especially jobs that extend outside the usual starting positions in sales or customer service. Internships offer entry-level opportunities in IT, human resources, marketing, communications, commerce and finance. Graduates from a wide range of programs and disciplines –from liberal arts to sciences to MBAs– are in demand as interns.

3. Active coaching from a designated mentor

Interns get one-on-one guidance from mentors, who know their professions, their organizations and how to get ahead in a career. Mentors impart real world experience and can open doors for you through their professional networks. Your mentor can also be a powerful ally – available to answer your questions, be a coach and sounding board for your ideas and support you in your first professional working experience.

4. Gain relevant work experience

The internship experience gives you an edge. As an intern, you will gain immediate career-related experiences that complement your academic credentials. You can add these new skills to your résumé and draw on your internship to provide real work examples to subsequent job interviews. You also gain a better understanding of your career objectives, which will help you focus on your job search.

5. Develop new talents in the workplace

An internship introduces you to the corporate world and how work gets done beyond academia. By completing your workplace assignments, you'll learn new skills and enhance your résumé with career related experience.

Learning how to navigate successfully through an office environment also increases your confidence.

6. Receive regular performance evaluations

Among the important benefits your mentor provides is regular feedback. At the start of the internship, you will meet with your mentor to set objectives for your internship. Throughout the following months, your mentor keeps you on track through periodic formal reviews that document your progress. This input provides effective learning and boosts your motivation. When you finish your internship, your performance reviews become tangible ways for you to highlight your accomplishments to prospective employers.

7. Create a professional network

Working in an organization brings you into contact with people who can help you turn your career plans into reality. As you near the end of your internship, you can begin leveraging this group of professionals into a network to help you land the position you want. A good way to achieve this is to schedule informational interviews with a wide range of employees during your internship. These meetings will increase your knowledge of the organization and expand your professional network but it is also important to ensure that the people you interview understand the purpose of the meeting. Prepare a set of questions in advance, keep to the assigned meeting length and follow up with a written thank you note. Be sure to keep your mentor informed about your career goals, the type of professionals you are interested in meeting and the progress you are making.

8. Make a difference to an organization

Organizations often rely on interns for their new ideas, energy and eagerness to prove themselves in the workplace. Your organization and mentor recognize that recent graduates know about the latest research and technology. As an intern, you will be encouraged to apply that understanding to add value to an organization.

9. Make a difference to Canada

Companies often rely on internships to expand and diversify their workforce and recruit for the future. By working with a mentor, interns can express new perspectives and make the most of their talents. Interns also keep Canada's workforce revitalized by providing a way for mentors to convey institutional and workplace knowledge to the next generation of professionals.

10. Improve your prospects for getting full-time work

Internships provide experience that you can highlight whenever you apply for full-time jobs, especially those that specify workplace experience. Interns are often hired by the organizations where they complete their internships, though there are no guarantees. During your internship, your mentors and professional colleagues can introduce you to potential employers, plus provide references and describe your achievements to assist in your job search.

Maryon Urquhart is Director, Customer Relations at Career Edge, Canada's Youth Internship Program. Reprinted from jobpostings Magazine – January 2004 Issue