

UNIVERSITY OF TECHNOLOGY, JAMAICA

MODULE OUTLINE

FACULTY:	Built Environment
SCHOOL/DEPT:	Building & Land Management
COURSE OF STUDY:	BSc. Urban and Regional Planning
YEAR:	Three (Semester One)
MODULE TITLE:	Internship (Co-operative Education/Co-op Ed)
MODULE CODE:	URP 3004
DURATION:	39 hours (<i>3hrs x 13weeks</i>)
CREDIT VALUE:	6
PREREQUISITES:	None

1.0 MODULE DESCRIPTION

This course was developed to produce highly skilled urban and regional planners who are knowledgeable of the multifaceted work environment of professional planners and allied professions through hands-on work experience and in class training. The Summer Internship (Co-op Ed) Programme is a requirement for the B.Sc. Degree in Urban and Regional Planning. Beginning in the second year of the programme, and by the first semester of the fourth year, students are expected to participate in the Summer Internship (Co-op Ed) Programme.

The students will be placed as interns for a minimum of six weeks. Students will be assigned to specific planning or planning related agencies to work on specific project(s). This assignment will be agreed on by the Senior Manager of the Unit to which the intern is attached, and the student's immediate Supervisor.

2.0 MODULE OBJECTIVES/LEARNING OUTCOMES

This module is designed to:

- Enable the intern to become familiar with practical urban and regional planning issues which arise in the work place.
- Allow the intern to utilise in-class training and taught knowledge in application of solutions to urban and regional planning issues.
- Expose the intern to research, policy formulating and implementing institutions, as well as professional organisations to enhance their knowledge of urban planning, research and related issues.

General Objectives

Upon completion of the module, the student should be able to:

- Demonstrate how to conduct business as a professional urban planner.
- Employ the team approach, which is commonplace in the urban planning profession.
- Apply techniques to manage and/or supervise staff and/or projects in a diverse work place.
- Develop critical thinking skills, analytical skills, problem solving skills and reasoning, using the experience from the intern's placement.

Specific Objectives

Upon completion of the module, the student should be able to:

- i. Apply his/her knowledge and skills learned to practice planning.
- ii. Describe the planning process from the perspective of the agency he/she was assigned.
- iii. Identify and apply techniques of communication appropriate for his /her job setting.
- iv. Learn the fundamentals of assessing self as a potential public manager.

- v. Demonstrate a proactive and forward thinking approach as it relates to diversity in the work place, particularly from the public sector perspective.
- vi. Demonstrate the team approach to the world of work.
- vii. Produce a 10-15-page report outlining his/her professional progress and the impact of the assigned project on the field of planning in Jamaica and/or the Caribbean.

3.0 MODULE CONTENT AND CONTEXT

HOURS

UNIT ONE: What Do Public Managers Do?

3

- Overview of a Public Manager
- Complications of Managing in the Public Sector vs. the Private Sector
- Differences Between Public and Private Sector Managers
- Implication for Planners in Jamaica

Required Reading

Ferlie, Ewan et al. (1996). The New Public Management in Action. London: Oxford University Press.

Chapter One: "Characterising the New Public Management" pp. 1-29.

Key Questions

1. What important lessons can be drawn from the managerial and operational styles within the public and private sectors?
2. How can some of the problems faced in the public and private sectors be resolved?

Unit Outcomes

- i. Distinguish between public and private sector management
- ii. Assess the role that planners play in both the public and private sector environment

ASSESSMENT ONE: Thank You Letter (5%)

Write a thank you letter to your supervisor outlining what you have learnt during your internship (Co-op Ed) stint, including the distinction between public and private sector management, and how your knowledge of the work world has enhanced. The letter should not exceed two (2) pages.

UNIT TWO: Creating an Effective Leader for the Public Sector

9

- The Different Roles of Public Managers
- Identifying Archetypes of Managerial Leadership Roles
- Profile of an Effective Manager
- Self-Assessment of Leadership Strengths and Weaknesses
- Developing an Action Plan for Self-Improvement

Required Readings

Ban, Carolyn. (1995). How Do Public Managers Manage? San Francisco, California: Jossey-Bass Inc.

Chapter Two: "The Different Roles of Public Managers" pp. 53-86.

Hill, Aubyn. (2005 April 17). Managers Must Manage. Sunday Gleaner.

Quinn, Robert E. (1988). Beyond Rational Management: Mastering Paradoxes and Competing Demands of High Performance. San Francisco, California: Jossey-Bass Inc.

Chapter Seven: "Profiles of Effective and Ineffective Managers" pp. 90-108

Chapter Eight: "The Road to Mastery" pp. 110-126

Chapter Nine: "Assessment and Skill-Building Exercises" pp. 127-147

Group Activity: Self Assessment and Skill Building Exercise

Work in groups of four to do the following:

1. Individually identify your strengths and weaknesses based on your understanding of Aubyn Hill's article.
2. Assess how many team members have the same/ similar assessment of themselves.

3. Identify the strengths and weaknesses of your placement supervisor(s).
4. Assess how many team members have similar assessment of their supervisors (s).

ASSESSMENT TWO: Individual Profile (10%)

Each student is required to read Chapter Nine (Quinn, 1998) and complete the exercise for submission. The results from each student will then be compared in class.

UNIT 2 CONTINUED: Gender Perspective to Management

Exercise Three: Individual/Group Activities (5%)

1. Write a one-paragraph description of a male/female manager, you have been exposed to during your internship (Co-op Ed) placement, whose style you admire. In the paragraph highlight: Why do you admire him/her? What attributes do you remember about him/her that made or make him/her effective as a manager? What was his/her professional training?
2. In groups of four (4), identify and list the styles associated with the male/female, and the attributes associated with the male/female effective manager.
3. Discuss any contradictions that came out of the list and critically assess views of being an effective public sector manager.

Key Question

1. Is there a general sense of management in the planning and/or related profession here in Jamaica based on Hill's Assessment?

Unit Outcomes

- i. Complete self-assessment from the perspective of an entry-level manager.
- ii. Develop greater understanding of leadership in the public sector.
- iii. Create action plan for becoming an effective public sector manager.

- iv. Identify and explain the complications associated with managing in time of crisis and fiscal constraints.

UNIT THREE: The Anatomy of Public Organisations

3

- Understanding the Basis of Organisations
- Highlighting the Role of Central and Field staff
- Understanding the Culture of the Chain of Command
- Should Public Sector be Centralised or Decentralised?

Required Readings

Berkely, George and John Rouse. The Anatomy of Public Organisations.

Selwyn, Ryan and Deryck Brown (Eds). (1992). Issues & Problems in Caribbean Public Administration. St. Augustine, Trinidad and Tobago: Multimedia Production Centre, Faculty of Education, UWI.
Section VII: "Capacity Building Through Decentralisation" pp. 392.

The Ministry of Local Government, Jamaica. Government Green Paper on Local Government Reform.

Key Question

1. Will public sector become more or less effective if the role and functions of civil service was centralised or decentralised?

Unit Outcomes

- i. Determine organisations' role
- ii. Assess the public sector's modus operandi

UNIT FOUR: Public Sector Restructuring

3

- Public Sector Restructuring and its Impacts on Urban and Regional Planning

- The Relationship between Public Sector Restructuring and Interns' Placement Agency

Required Readings

Ferlie, Ewan et al. (1996). The New Public Management in Action. London, England: Oxford University Press.

Chapter Two: "Public Sector Restructuring" pp. 31-55

Selwyn, Ryan and Deryck Brown (Editors). (1992). Issues & Problems in Caribbean Public Administration. St. Augustine, Trinidad and Tobago: Multimedia Production Centre, Faculty of Education, UWI.

Section VII: " Public Management in the Caribbean: The Need for Restructuring" pp. 348-363.

Key Question

To what extent has the public sector restructuring precepts being instituted in Planning agencies across Jamaica?

Unit Outcomes

- i. Evaluate the impact of public sector restructuring on Urban Planning

UNIT FIVE: Team Building and Ethics in Planning

6

- Role on a Team
- Are you a Team Player?
- Evaluation of your Role on a Team
- What are the Ethical Dilemmas of being a Planner?
- Can we Divorce Planning from Politics?

Required Readings

Professional Code of Conduct for Urban Planners and Public Sector Managers. Available on the Internet.

Forester, John. (2001). The Deliberative Practitioner: Encouraging Participatory Planning Processes. USA: MIT Press.

Chapter Eight: "On the Ethics of Planning" pp. 221-241.

Selwyn, Ryan and Deryck Brown (Editors). (1992). Issues & Problems in Caribbean Public Administration. St. Augustine, Trinidad and Tobago: Multimedia Production Centre, Faculty of Education, UWI.

Section IV: "Planning as a Political Activity" pp. 151-154.

Assessment Four: Team Building and Ethics (10%)

Work in teams of five (5) to create a 10-minutes scenario using experiences from your internship (Co-op Ed) placement or experiences from the wider society where issues of ethics is questioned. The dramatisation should be played out in class and students will analyse each group presentation.

UNIT SIX: Communicating Creative Ideas

6

- Creative Problem Solving
- Stimulating Creativity in Groups
- Characteristics of a Creative Person
- Techniques of Stimulating Creativity

Required Readings

Wheeler, Kenneth (Ed.). (1994). Effective Communication: A Local Government Guide. Washington DC, USA: ICMA.

Chapter 1: "Effective Management Means Effective Communication" pp. 1-13

Chapter 2: "The Identity and Image of Local Government" pp. 15-29

Chapter 5: "Employees: The Local Government Team" pp. 71-90

Chapter 8: "Interpersonal Communication" pp. 139-166

Chapter 9: "Effective Presentation" pp. 167-185

Group Activity

In groups of four, reflect on your internship (Co-op Ed) experience and answer the following:

1. What were the three creative ideas you brought to your new job/internship?
2. What motivates you to be creative?
3. Do you think you are a creative person? Why? Or why not?
4. Create a list of similar creative strategies used during the internship (Co-op Ed) placements. Critically analyse the reasons those creative strategies were used.
5. Outline reasons for their failure and/or success.

UNIT SEVEN: Assessing the Internship (Co-op Ed) Placement

9

- Overview of the Placement Agency
- Overview of the Placement Unit
- Expectation(s) of the Placement
- How to prepare research paper based on project/topic addressed during the Internship (Co-op Ed).

Field Trips

Interns will be taken on two field trips to various placement agencies (to be decided on) to assess interns' work experience.

Key Questions

1. What is the organisational hierarchy of the placement agency and unit?
2. Does this agency focus on issues relating to urban and regional planning or related subject?
3. Describe the unit where you worked.
4. Where do planners fall within the agency's hierarchy?
5. Was your job essential to the function of the agency, city and country?

ASSESSMENT FIVE: Internship (Co-op Ed) Report

Internship (Co-op Ed) Report Due: November 24, 2006

Please note that 3 points will be deducted for each day that the paper is late.

4.0 LEARNING AND TEACHING APPROACHES

Teaching methods that stimulate thinking, including Debates, Weighing of Evidence and Arguments, SWOT Analyses and Visioning Exercises will be employed for this module.

Structured teaching on international and local trends in the private and public sector environment will also be delivered to expose students to current best practices. This will be presented in the form of audio-visual materials. Lead and discussant roles on various topics will be assigned to students to develop their analytical and critical thinking skills.

Class discussions and group presentations will be utilised to stimulate participation and to develop a team approach to the world of work.

The field trips will be geared towards exposing students to various planning agencies to enhance their knowledge of practical urban and regional planning issues that arise in work place and the measures that can be taken to resolve these issues.

5.0 ASSESSMENT PROCEDURES

There will be no final examination for this module. However, students will be assessed on class exercises, the students' evaluation by Supervisors and the submission of the Internship (Co-op Ed) Report.

In-Class Exercises

Four (4) In-class Exercises will be assigned to students after completion of various units. The exercises take the form of both individual and group work and are aimed at developing students' creativity and their ability to utilise in-class training and taught knowledge to

solve planning issues. The contents of the exercises are outlined in further details under **Section 3** of the Module Outline.

Students' Evaluation by Supervisors

Students will be assessed by their immediate supervisors during their six-week internship (Co-op Ed) stint within planning agencies. In particular, the students will be evaluated based on his/her ability to:

- Organise his/her time so that the tasks assigned were completed in a timely or efficient manner.
- Employ classroom knowledge of the agency to meet the needs of the tasks assigned.
- Follow standards for working at the agency.
- Utilise creative thinking in his/her tasks.
- Change approaches to meet new situations.

Internship (Co-op Ed) Report

The criteria for evaluation of the Internship (Co-op Ed) Report will include (but not be limited to) clear presentation of materials, accurate presentation of relevant facts and proper organisation of material. Proper grammar and spelling are presumed. Additionally, the Internship (Co-op Ed) Report should include:

1. Introduction
2. Overview of the Agency
3. Overview of the Placement Unit
4. Overview of Projects
5. Conclusion

The Internship (Co-op Ed) Report should not exceed 15 pages, and should be typed utilising double space and 12pt font size. Deadline for submission of the Internship (Co-op Ed) Report is November 24, 2006. **Please note that 3 points will be deducted for each day that the paper is late.**

6.0 BREAKDOWN OF HOURS

	Hours
Classroom (Lecture/ Tutorial)	21
Exercises	12
<u>Off-campus Experiential Learning</u>	<u>6</u>
Total	39

Assessment and Evaluation

Weight (%)

Four in-class Exercises	30
1. Thank You Letter (5%)	
2. Individual Assessment (10%)	
3. Effective Manager (5%)	
4. Role Play (10%)	
Student Evaluation by Supervisors	30
<u>Research Paper</u>	<u>40</u>
TOTAL	100

7.0 TEXTBOOKS & REFERENCES

Recommended

Ban, Carolyn. (1995). How Do Public Managers Manage? San Francisco, California: Jossey-Bass Inc.

Berkely, George and John Rouse. The Anatomy of Public Organisations.

Ferlie, Ewan et al. (1996). The New Public Management in Action. London: Oxford University Press.

Forester, John. (2001). The Deliberative Practitioner: Encouraging Participatory Planning Processes. USA: MIT Press.

Hill, Aubyn. (2005 April 17). Managers Must Manage. Sunday Gleaner.

LeGates, Richard T. and Frederic Stout (Editors). 2000. The City Reader. Second Edition. Routledge: New York, USA.

Quinn, Robert E. (1988). Beyond Rational Management: Mastering Paradoxes and Competing Demands of High Performance. San Francisco, California: Jossey-Bass Inc.

Selwyn, Ryan and Deryck Brown (Eds). (1992). Issues & Problems in Caribbean Public Administration. St. Augustine, Trinidad and Tobago: Multimedia Production Centre, Faculty of Education, UWI.

The Ministry of Local Government, Jamaica. Government Green Paper on Local Government Reform.

Wheeler, Kenneth (Ed.). (1994). Effective Communication: A Local Government Guide. Washington DC, USA: ICMA.

Professional Code of Conduct for Urban Planners and Public Sector Managers

8.0 NAME OF MODULE WRITER/DEVELOPER

Dr. Carol Archer and Nadine Freeman

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9.0 DATE OF PRESENTATION OR REVISION

August 2006

10.0 DATE OF ACCEPTANCE

Programme Director: _____

OCDE: _____