ENTR 444
Internship in Entrepreneurship
Fall 2018

Instructor: Dr. David Desplaces e-mail: desplacesd@cofc.edu

Office: Beatty 327 phone: 843-953-6446

Office Hours: Monday and Wednesday from 10:30-1:30 by appointment. -- send an email requesting a specific time or propose other times.

Course Description: A supplemental source of learning and enhancement to the student’s academic program and career objectives through experiential education engaging the student in a unique three-way partnership between an approved agency and the school. The learning experience will be guided by a learning contract outlining specific work and academic components. A maximum of three (3) hours of internship credit will be awarded.

Course prerequisites: Senior standing, a declared Business Administration, and at least a 2.0 GPA

Course Objective: The purpose of academic credit internships is two-fold. Not only are you performing tasks for your experience provider and learning about the field in a “real world” setting, but also there is a component that requires intellectual study of the field. An internship is a supervised learning experience guided by your Learning Contract that requires reflection of the correlation between the theory you have studied in the classroom and practice and application of the theory in a professional environment.

To this end, there are certain academic requirements associated with the internship, and it is your responsibility to fulfill these requirements according to the deadlines established by the School of Business and your faculty coordinator. Simply performing well on the job will not guarantee you an “A” for the internship.

Please note that this is a self-directed course of study designed to help prepare you for the professional world.

You will not be reminded of assignment deadlines. It is your responsibility to abide by the dates set forth in this Syllabus. It is your responsibility to follow up with your experience provider to ensure your evaluations are submitted by deadline. It is your responsibility to plan ahead for the executive interview to ensure you meet the deadline. Executives are busy, so do not wait until the last minute, or he/she may not have time to see you. It is recommended that an appointment with them be set.

Your grade is based on the academic work you are submitting versus your work experience, so do not discount the importance of submitting your work in on time and presenting your work in a professional manner. See deadlines on Oaks and review evaluation matrices for assignments.
Through the successful completion of this internship, the student will address the following School of Business Learning Goals:

**Communication Skills:** Students demonstrate the ability, both written and spoken, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

**Quantitative Fluency:** Students demonstrate competency in logical reasoning and data analysis skills.

**Global and Civic Responsibility:** Students able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students also be able to integrate knowledge and skills in addressing these issues.

**Intellectual Innovation and Creativity:** Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**Synthesis:** Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and off-campus settings in the completion of complex and comprehensive tasks.

**Email Policy:** Students will operate under the following email guidelines:
- Expect faculty/staff to respond to emails between 9 a.m. and 5 p.m., Monday through Friday with a 48 hour lag time.
- For any concerns about grades, meet with your professor face-to-face.
- Before sending questions via email, make sure that your question is not answered on the course syllabus or on Oaks.
- Be specific about the subject of the email in the mail subject heading (MGMT444) and use proper spelling, grammar, and punctuation. Do not begin emails with “Hey.” State your name (may be in the signature).

**Required Hours:** All School of Business interns are required to adhere to the internship beginning and ending dates on their approved learning contract. A minimum of 120 hours of on-site work is required. Your final grade will be affected for early termination of your internship. Time spent on journal entries, etc. does not count towards the 120 hours. Ideally, you will spend a minimum of 12 weeks on-site (8 weeks during the summer) and work at least 10 – 12 hours per week (15 hours in the summer) with your experience provider. You may not work three 40-hour weeks. The purpose of spreading the internship over a semester is to give you an idea of the work flow in the field. End-of-year tasks, for example, are often quite different from the work you will be doing at the beginning of the semester.
Completion of the following assignments is the basis for earning grade and college credit:

1. **Internship Orientation with Dr. Desplaces (BEFORE Starting the internship).**
   Please bring your recent resume to the meeting. The meeting is designed to review expectations, communication protocol, and professional expectations.

2. **Weekly journal:** Students are required to keep a weekly journal identifying course concepts as applied in the workplace. The journal must be typed and double-spaced. It is to be submitted electronically by midnight on Mondays (beginning 1/22) using the OAKS drop-box set up for the course. Late entries will receive a point deduction (out of 2). An entry submitted after Wednesday the week it is due will be given a “zero.”

   The format for the journals is as follows:

   - **Name:**
   - **Experience provider:**
   - **Name of experience provider supervisor:**
   - **Week of (Starting Sunday):**
   - **Hours worked for the week:**
   - **Hours worked to date:**

   **Weekly journal entry should include:**
   - **Section 1:** What tasks have you performed during the past week with specific results?
   - **Section 2:** What are you planning to accomplish next week?
   - **Section 3:** Management Discipline reflection
     - Workplace observations – any thoughts on how things could/should run or how situations could have been handled differently
     - Workplace activity (what is going on in the office) in relations to the Management discipline (reference at least one print citation in the week – HBR, Wall Street Journal, book you are reading or have read). Ie. How are classroom concepts applied (or not) in the work environment, how is it validated by what you have read or are reading (make specific citations) – show a reflection (I agree, I disagree, I am surprised because I read this and this happened etc.)
     - Management reflection to events taking place at work
     - **What you are learning from the experience? (please be specific and substantiate)**

   **Important note:** Please submit your journals comprehensively with the most recent week’s entry as the first entry in the document, followed by the previous weeks’ submissions. By the end of the semester, you should have one comprehensive journal entry document with all your entries included. Please see the sample at the end of this syllabus as an example. You are still required to submit a journal entry in the event you do not report to work for a particular week.

3. **Entrepreneur Interview:** Students will interview the entrepreneurs to understand his/her career and discuss primarily steps/factors leading to their start up. Students will summarize the interview in a one (1)-page written document. It is to be submitted to the Instructor via the OAKS drop-box no later than 2/12.

4. **Career Plan/Entrepreneurial Path:** Using the interview but reflecting on their personal goals the student will detail their career path or plan (including goals and milestones).
Please see posted evaluation matrix on Oaks. It is to be submitted to the Instructor via the OAKS drop-box no later than 2/19.

5. **Reflection report:** Using your daily work journal entries & initial learning contract Student will write a comprehensive reflection of the experience including incorporating management principles, concepts and theories to the analysis of events and/or observation made during the internship followed by specific management recommendations on how to improve the workplace/management of the work place in accordance with best management practices. The analysis and recommendations must be grounded, meaning properly documented and more importantly use print references (Harvard Business Review, Forbes Magazine, Wall Street Journal and other books etc) to substantiate evidence or validation of best practices.

The report must have a minimum of ten (10) pages, double-spaced, not including appendixes. Please see posted evaluation matrix on Oaks. It is submitted to the Instructor via the OAKS drop-box and is due no later than 4/23.

6. **Job Performance and Satisfactory Evaluations:** The focus of the Internship is to develop practical career-related experience. Performance evaluations are completed by the host employer during and upon completion of the Internship. At least two (2) performance evaluations are documented to form the basis for grade assignment and awarding of college credit. (Please see posted evaluation form and matrix on Oaks). The evaluations will be sent directly to the Host Employer by the internship office and are due XXXXX.

**Grading and College Credit:** The Internship Course requirements are weighted as follows for assignment of final grade and credit:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Orientation</td>
<td>5%</td>
<td>Meet with instructor (before starting internship)</td>
</tr>
<tr>
<td>Journals</td>
<td>20%</td>
<td>Due every Monday by 12 midnight</td>
</tr>
<tr>
<td>Interview</td>
<td>10%</td>
<td>By 2/12</td>
</tr>
<tr>
<td>Career Plan</td>
<td>20%</td>
<td>Due 2/19</td>
</tr>
<tr>
<td>Reflection Report</td>
<td>30%</td>
<td>Due 4/19</td>
</tr>
<tr>
<td>Job performance and evaluations</td>
<td>15%</td>
<td>By experience provider (twice)</td>
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<tr>
<td></td>
<td>100%</td>
<td></td>
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</table>

During the course, any problems having the potential to cause failure to achieve the objectives of the course must be reported to the Instructor as soon as practical. Failure to keep the Instructor informed of potential problems may result in reduced grade assignment or failure of the Internship course. Late assignment submissions will result in a deduction of points.

**Grades:** Course grades will be computed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
<td>C+</td>
<td>77 – 79</td>
<td>D-</td>
<td>60 – 63</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
<td>C</td>
<td>74 – 76</td>
<td>F</td>
<td>0 – 59</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C-</td>
<td>70 – 73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
<td>D+</td>
<td>67 – 69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
<td>D</td>
<td>64 – 66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Honor Code:** The College Honor Code will guide the behavior of each student. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when
identified, are investigated. Each incident will be examined to determine the degree of deception involved. Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf.

Special Note: Misrepresenting the work you are doing with your Experience Provider in journal entries, final papers, etc. equates to academic dishonesty. Such cases will be brought before the Honor Board.

Site Visit: During your internship, the School may make arrangements with your experience provider for a site visit to observe your internship environment.

Professional Attire: As a representative of the college and of your experience provider, you are expected to dress appropriately for the work environment.

- Men: khakis, a shirt with a collar and a tie. Sports coats are optional.
- Women: nice pants or skirts of a conservative length (slightly above the knee is okay, mini-skirts are not), a nice blouse, sweater or top (as long as it’s not too tight).
- It is never okay in the office to wear t-shirts, flip-flops, outfits that show your midriff, blue jeans (unless the office has a dress-down day), cut-offs, tennis shoes and hats.
- Obviously, if your place of work has a uniform or requires a certain dress (i.e. the Riverdogs) follow their guidelines.
- Do not wear nose rings (or other visible piercings) in the workplace.

Professional Conduct: You would be amazed at how quickly doors close to those who “don’t know how to do.” The following are some guidelines to help you navigate etiquette pitfalls:

- No cell phones. You have been given the opportunity to learn, so use the time wisely.
- No texting – even if it’s quick.
- No checking Facebook or Twitter online or on your phone. You can do this when you are off the clock.
- Saying “please” and “thank you” goes a long way with people.
- When the boss asks you if you want to grab a bite to eat – go! What a great opportunity to talk one on one with someone who is in the business and would be flattered to tell you how he/she got where they are today. Saying “no” – for whatever reason sends a signal that you are uninterested.
- Don’t interrupt.
- Exercise voice volume control, particularly in open cubicle spaces.
- Embrace grunt work. While you are not there to solely make copies nor run out to pick up lunch, we all have a certain amount of administrative tasks that we have to do.
- Always make eye contact.
- Avoid getting attitudinal.
- When meeting someone, don’t forget to introduce yourself – first and last name, speak clearly, and shake their hand, firmly.
- Show initiative. When you have completed a project, ask for another. If you see something that needs to be done, ask your host if you may take on the task.
• Write professionally. Don’t send emails written as if you were texting.
• Watch your tone in emails to avoid sending snippy or emotional emails.
• Mind your manners.
• Own up to mistakes and accept responsibility.
• Emails are addressed in order of hierarchy within the company with the most senior staffer first. For example, president, vice-president, manager, etc. Alphabetizing the distribution list is acceptable as well.

Issues: It rarely happens, but sometimes there are “issues” associated with internships. This could range from experience providers using the intern as a “go-fer” versus providing a good learning experience to personality conflicts or sexual harassment. If at any time you have an issue with the internship, contact your faculty supervisor as soon as possible.
Over the course of the last week I watched my office responsibilities grow and was able to participate in several different projects. I feel as though this change in responsibilities comes as a result of my employers realizing I am capable of more complex tasks including doing research on and reviewing our quality assurance program. I enjoyed learning about the state and federal requirement especially as they apply to managing the safety of the employees, for example I learn that in the specific industry we operate in anyone working on a construction site must have been trained and wear personal protection (eyes, shows, jacket) (see reference to safety publish by OSHA at www.osha.gov/zyz reference.

This week I also used my research skills after being assigned the task of designing two new questionnaires, one for individual clients and the second for businesses. These questionnaires were comprised of personal questions that ranged from favorite sports teams to children’s names, in an effort to make the clients relationship with their financial advisors more personable. Following this section were questions about their financial plans, expectations and goals. I had a basic template to work from but I was able to use what I learn in my ENTR 320 class in relations to planning to formulate better questions as part of the creativity process. I was also able to use the following book (XYZ) and website resources (www.xyz.com) including a check list for developing solutions to customer’s needs. It helped me with determining the appropriate structure, but also asking questions that will lead to quantifiable data and could be used for decision making. My supervisor was very impressed with my work so I would say that the class prepared me for tasks similar to this.

I have be presenting recommendations to the management team on how to improve work safety in our operations at the end of my internship including providing a specific action plan and cost analysis.

This week we worked on the organizational plan, identifying the proper structure for the business. I recall most of the things covered in MGMT 301 but also other readings (one being a Wall Street article I read about the reorganization of Microsoft and its global operations). In class, we spent a lot of time reviewing a structure that works including breaking the organization by geographic and functional areas. At Wilson and Sons Sportswear function areas makes the most sense because we need people to know the product that they sell – we need experts in footwear while others focus on clothing. Inventory management is cross functional in nature as it works to support each of the functional areas of the operation. I remember how the Microsoft article in the Forbes magazine (http://www.forbes.com/sites/quickerbettertech/2013/07/15/why-
microsots-reorganization-is-not-about-technology/) was about focusing on creating One Organization so that everyone works to support one another rather than focus on their areas or “technologies”. What I really liked in the article based on my experience was that it helped foster a cooperative culture instead of isolating groups or members within the organization. It made me realize how important both the structure and how we operate and communicate makes a different.