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 major, 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 SB 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 SB 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 3). 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). I.e. 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 substantiated)

   Review the classroom versus internship comparison (content covered during our personal meeting)

   **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. **Supervisor Interview:** Students will interview one senior-level manager to understand his/her career and discuss primarily career development. Students will summarize the interview in a 1-2-page written document and reflect on the experience by detailing their career path or plan (including goals and milestones) supervisor and report what has lead to their success or career progressing, and reflect on skills or other important
knowledge’s making a successful manager. It is to be submitted to the Instructor via the OAKS drop-box no later than 2/12.

4. **Career Plan & Reflection:** Students should write a 1-2 page detailed career plan including identifying 1 to 5 year milestones and the types of skills and knowledge sets you would want to acquire over that period. Other elements to consider include target industry, positions or types of jobs. 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. It is submitted to the Instructor via the OAKS drop-box and is due no later than 4/19.

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.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Orientation</td>
<td>5%</td>
</tr>
<tr>
<td>Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Supervisor Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Career Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Report</td>
<td>30%</td>
</tr>
<tr>
<td>Job performance and evaluations</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</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>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>C</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73</td>
</tr>
<tr>
<td>D</td>
<td>60 – 63</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</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.*
Weekly Journal Entries Sample

Name: XXXXXX
Experience Provider: XXXXX
Name of Experience Provider Supervisor: XXXXX

Week of:
Hours worked for the week: 18
Hours worked to date: 102

This past week at work the tasks that I completed were running background checks, sending out employee background release emails, sponsoring people into the system, calling people to schedule employee health screening appointments, completing reference checks, making pre-employment and non-employee packets, setting people up with their OSHA training, answer questions and help anyone on an incoming call, and taking over the front desk while the staff members were at a mandatory training. This week was busier than most for me because most of the staff members were gone due to this training, but I felt very accomplished because I managed to complete all of my work.

Next week I plan on running background checks, following up on the people I left messages for in regards to their employee health screening appointments, following up on people that I left messages for in regards to reference checks, sponsoring people into the system, and I will also be making new hire orientation packets next week. I was unable to get a chance to make any this week since I was the only person at the front desk and needed to be there to answer phones or help people that come into the office.

A workplace observation I have made from this past week is about delegating work to employees. Who should be doing the delegating? Can you ever delegate your work to others? According to the Society for Human Resource Management (SHRM) the managers “primary job is to make sure that others are doing what they have been assigned to accomplish the mission and goals of the organization” (Lloyd, 2012). This helps the manager be able to provide feedback to their employees on ways they can develop. The SHRM recognizes that it can be very easy for a manager to “dump” their work onto other people, but that is not the point of delegating (Lloyd, 2012). The reason behind it is to “[assign] responsibility for outcomes along with the authority to do what is needed to produce the desired results” (Lloyd, 2012). Recently some of the workplace activity that has been going on is employees delegating the work given to them by the managers to other employees. This is something that should be handled differently because delegating work to an employee is a manager’s way of giving them an assignment and monitoring the employee’s performance; however, if an employee is handing off their work to someone else to complete then the responsibility that was given to them from the manager is now going to someone else. As a manager it is important to oversee the work that you give to your employees. The process that the employee goes through to get the job done is just as important as the end results or the completed assignment. It is also not fair to the other employees that have to do other people’s work on top of the work that they were given. As the SHRM stated, managers delegate the work to specific individuals as a way to give them responsibility and to see the outcome when an employee is given this responsibility. This is why as a manager it is important to make sure that the person they are giving the assignment to is the one completing the task. When reflecting on this past week, I realize how hard it is to be a manager because they metaphorically have to wear many different hats. They have to make sure they are doing their own job correctly, oversee that their employees are being successful, as well as try to better develop their employees so they are growing and learning more from their jobs. I have learned that these skills take time to develop. It can also be very hard as a manager to balance all of the different tasks and responsibilities. This has opened my eyes and helped me realize just how important delegating work to others is within a company. While many people think it would be quicker and easier if we just complete a task ourselves, you are a better manager when you take the time and delegate certain tasks to specific people as a way to give
someone new responsibilities, evaluate an employees progress, or even see where an employee might need some improvement or a little extra help. It is very easy as a manager to simply hand over his/her work and ask someone to complete it, but that is not what makes a good manager. I have learned that a good manager takes his/her time to decide what tasks to give to each individual employee in hopes to better develop that person.

Work Cited