

Business Internship II

BUS

Online

Required Texts:

The 7 Habits of Highly Effective People, ISBN: 0743269519

How to Win Friends and Influence People, ISBN: 1439167346

Course Description:

Through this capstone course, students will discover how methods and techniques of applied and theoretical business practices are used to address business challenges in order to remain profitable. Students will partner with a local non-profit organization or business and design a project to address a current business need such as competing in a global economy, understanding and meeting customer needs, recruiting and retaining qualified employees, mastering ever-changing technology, or improving operational efficiency. Students will present their results in a final project. This course must be taken after all core courses are successfully completed. Prerequisites: Business Internship I, Workflow Design & Analysis, Health & Safety in the Work Environment, and Concepts of Project Management.

Essential Objectives:

1. Refine and apply skills acquired during prerequisite courses while demonstrating rational thinking and problem solving.
2. Understand formal and informal business relationships and the effective communication skills used in different business scenarios.
3. Increase employability after graduation by gathering concrete evidence of experience gained to incorporate into a resume, cover letter, interview skills and goals.
4. Demonstrate understanding of business challenges and explore methods to address these challenges including the application of total quality management.
5. Demonstrate ability to apply critical and innovative thinking skills while exhibiting knowledge of project management.
6. Enhance the learning gained in the field experience through a process of reflection and exhibit a positive transformation in personal business skills.
7. Build upon previously established professional business networks.
8. Explore the idea of success in a business setting including the challenge of balancing profit with social responsibility and ethics.

Course Outline:

The outline of this class is similar to Business Internship I and will consist of completing an 80 hour internship, discussion boards, journal writing, homework assignments, and will design, implement and complete a project for the internship location with a final paper summarizing the project. Additionally, students will be required to participate in two 3-way phone calls with their internship supervisor and the instructor. The first will be at the beginning of the semester and the second at the end of the semester. The course will be divided into 7 sessions. The first session will be 3 weeks and the remaining sessions will be 2 weeks.

Internship:

Students will be required to complete an 80 hour internship at a site relating to their degree and professional goals. This internship is pass/fail which means that the entire 80 hours must be

completed in order to pass the course. Prior to the course beginning you should have been working with the CCV Internship Coordinator, Mary Clements, to secure an appropriate internship. Although, there will be some flexibility in how many internship hours you complete each week, the ideal internship would consist of completing 6-7 hours per week for 12 weeks. In this scenario, the first two weeks of the course would be spent reviewing the skills learned in previous courses and completing the internship agreement forms and goals. The last week of the course would be spent sharing your project with the class, completing evaluations and wrapping up any remaining tasks that need to be completed. Your final internship schedule will need to be approved by both the internship supervisor and your instructor before you begin. An hour log will be provided for you to record your progress throughout the semester.

3-Way Calls:

You will participate in two 3-way calls during the semester with the instructor and your site supervisor. These calls are important because they allow everyone to be on the same page about what their responsibilities and gives us an opportunity to address any questions that may arise. The first call will take place in the beginning of the semester and the last call will take place at the end of the semester. These calls are pass/fail and need to take place in order to pass the course.

Attendance:

Session attendance will be graded based on your participation in the forum postings. If you participate once during the session, you will receive 5 points, twice - 7 points and 3 times - 10 points. I strongly encourage you to attend **every** session.

Homework:

Homework will be assigned at the beginning of each session and you will have until the end of the session to complete the assignment. Homework will be graded and feedback provided within one week of being turned in. ***Late homework will not be accepted.***

Journals:

As a means for reflecting on and evaluating your internship experiences and how the experiences relate to your coursework, there will be a journal assignment during each session. A journal prompt will be provided for you and your response must be completed by the end of the week. See rubric below for grading criteria.

Forum Postings Grading & Criteria: Forum topics will be posted each session. The grading criteria below apply to each forum topic. There may be more than one topic in each session and each one will be graded individually.

A Discussion (9-10 points) - participated on 3 separate days, minimum of 5 posts

A-level postings...

- Are made in a timely fashion, giving others an opportunity to respond
- Are thoughtful, and analyze the content or question asked
- Make connections to other content and real-life situations
- Extend discussions already taking place, or pose new possibilities or opinions not previously voiced

B Discussion (7-8) - participated on 2 separate days, minimum of 4 posts

B-level postings...

- Are made in a timely fashion, giving others an opportunity to respond

- Are thoughtful, and analyze the content or question asked
- Make connections to previous or current content or to real-life situations, but the connections are unclear, not firmly established or are not obvious
- Contain novel ideas, connections, and/or real-world applications, but they may lack depth, detail and/or explanation

C Discussion (6) - participated on 1 day only, minimum of 2 posts

C-level postings...

- Are usually, but not always, made in a timely fashion
- Are generally accurate, but the actual information they deliver seems thin and commonplace
- Make limited, vague connections between class readings and postings by other students
- Contain few novel ideas, reflecting what other students have already posted, and what
- Class readings clearly articulate

D-F Discussion (0-5) - participated on 1 day only, 1 post

D & F-level postings...

- are not made in a timely fashion, if at all, keeping other students from reading and responding
- are rudimentary and superficial, lacking any degree of analysis or critique
- contribute no novel ideas, connections, or real-world applications
- may be completely off topic

Internship Project:

You will develop, implement and complete a project for your internship site and will be the main task you complete during your internship. As mentioned in the course description, the project should address a current business need of your internship site. For example, it could be something that deals with competing in a global economy, understanding and meeting customer needs, recruiting and retaining qualified employees, mastering ever-changing technology, or improving operational efficiency. For the project you will:

- Articulate the series of steps/processes & strategies to achieve end results
- Determine, procure, optimize all resources (human, material & financial) needed
- Define and appraise task
- Calculate time on task
- Initiate task
- Perform the task
- Manage the task and the performance of all involved
- Complete the task
- Evaluate the task (pre & post analysis)
- Forecast and set procedures for subsequent years

The project needs to be approved by both your site supervisor and instructor before you begin.

Final Paper

The final paper will showcase what you've learned and accomplished during your internship. You will have two options for your final paper. See the final paper handout describing the details for these options. Your final paper will be graded based on the rubric below.

Internship Portfolio

You will create a portfolio to highlight the scope and outcomes of your internship. The portfolio is a great showcase of your accomplishments, and putting it together will help you summarize, analyze, and even market your achievements. See the Internship Portfolio handing describing the format and requirements for this portfolio.

Time Spent on Course:

For a typical college course you should plan on spending approximately 9 hours a week on the course. This is why four 3-credit classes would be considered a full-time college course load (9 hours x 4 classes = 36 hours a week). In this course, your time might be spent is as follows:

5-6 Hours a week - Internship/Project

1 Hour - Homework

1 Hour - Journal Writing

1 Hour - Forum Postings

Evaluation Criteria:

Attendance	5%
Homework Assignments	15%
Journals	15%
Forum Postings	15%
Internship Project	20%
Final Paper	15%
Internship Portfolio	15%
3-Way Calls	Pass/Fail
Internship	Pass/Fail
Total	100%

Grade Scale:

100%-97%	A+
96%-94%	A
93%-90%	A-
89%-87%	B+
86%-84%	B
83%-80%	B-
79%-77%	C+
76%-74%	C
73%-70%	C-
69%-67%	D+
66%-64%	D
63%-60%	D-

Attendance Policy: Regular attendance and participation in classes are essential components of a student's success in college and are completion requirements for courses at CCV. Please be aware that missing more than three (3) classes will result in a non-satisfactory grade.

Please note: In order to receive accommodations for disabilities in this course, students must make an appointment to see the Americans with Disabilities Coordinator in their site and bring documentation with them.

Academic Honesty: CCV has a commitment to honesty and excellence in academic work and expects the same from all students. Academic dishonesty, or cheating, can occur whenever you present -as your own work- something that you did not do. You can also be guilty of cheating if you help someone else cheat. Being unaware of what constitutes academic dishonesty (such as knowing what plagiarism is) does not absolve a student of the responsibility to be honest in his/her academic work. Academic dishonesty is taken very seriously and may lead to dismissal from the College.

Tips For Success

Set a Regular Meeting Time with Your Supervisor

Setting and keeping a regular meeting time with your site supervisor is a vitally important step in ensuring a successful internship. Misunderstandings about a supervisor's availability can be a common source of friction. Supervisors are generally frustrated by interns who pop over to their cubicle several times a day to ask questions. Similarly, interns are vexed by supervisors who are too busy to help them out. An easy solution is to set and keep a regular meeting time.

Supervisors are busy people whose calendars fill up fast, so you need to be sure you're on that calendar. As soon as you start your internship, pick a time that works for both of you - for example, 45 minutes every Monday or an hour every other Friday. And be sure to set longer or more frequent meetings in the first couple weeks of your internship because that's when you're most likely to need assistance and training.

In general, **you should never be afraid to ask questions during your internship. Supervisors respect engaged learners who show curiosity.** But be mindful about how often you interrupt your supervisor for help. Sometimes it is more appropriate to keep a list of questions to ask at your regular meeting.

Attitude Shapes Everything

Attitude has a huge impact on your experience, and it can make or break your internship. You should be willing to help out in any way you can. If your internship duties change, be flexible and don't feel confined by your written learning goals and your initial expectations. In the same vein, you should show initiative and be proactive about volunteering for new projects and tasks. If you show our supervisor that you're flexible and hard-working, they'll be more likely to view you as a potential future employee.

You should think of your internship as one **long job interview.** Demonstrate all of the qualities that would be desirable in an employee. Show up on time, communicate clearly, work hard, ask questions when you don't understand, take responsibility, and show initiative. When supervisors talk to us, they rarely complain about a lack of technical skills. More often, they complain about a lack of professionalism. Even if your employer doesn't hire you after the internship, they may act as a reference or they may have information about jobs at other companies.

Talk to People!

Some people say the most useful thing about their internship was the opportunity to network and meet professionals in their field. When you're at your internship, be social and friendly, and see if there are opportunities for you to attend professional events like seminars and conferences. Consider creating a LinkedIn profile and asking your co-workers to join your network. Maybe they'll think of you the next time they hear of a job opening or some other great opportunity.

Be Aware of Office Norms

Offices have differing norms regarding technology. Many students like to have Facebook running in the background and take personal cell phone calls at their desk. In some offices, this behavior is commonplace and perfectly acceptable. In others, it is viewed as tremendously unprofessional and distracting. You should be aware that there is something of a generation gap in attitudes about the use of technology in the workplace. A successful intern will quickly determine and follow the norms of their particular office.

Similarly, you will want to learn and follow office norms regarding dress. Sometimes clothes that are very fashionable on campus are wildly out of place in offices where the majority of employees dress in business casual or more formal attire. Take cues from the office's professional staff rather than from your fellow interns.

Remember that It's Temporary

If you get there and realize the internship isn't a perfect fit, remember that it's only temporary. Get what you can from the experience. Remember that it can still be a good opportunity to network, and it may lead to your next internship or job. Sometimes the greatest lesson to learn is what you don't want.

Acquire 21st Century Skills

When employers hire students, they acknowledge that technical skills are definitely important. They want employees who will learn the position quickly and require less training. But they realize that every employee will require some technical training, so they are more often concerned with traits that are tougher to teach, such as the skills listed below which are highly valued by employers.

1. **Take Responsibility** - be accountable for results; listen carefully to criticism and respond in a non-confrontational manner; incorporate feedback effectively.
2. **Be Flexible** - Adapt to varied roles, responsibilities, schedules, and context; work effectively in a climate of ambiguous and changing priorities; understand and balance diverse views and beliefs to reach workable solutions.
3. **Manage Goals and Time** - Set goals with tangible criteria for success; prioritize and manage multiple tasks; balance tactical (short-term) and strategic (long-term) goals.
4. **Work Independently** - Define, prioritize, monitor, and complete tasks without direct oversight.
5. **Be a Self-Directed Learner** - Go beyond the basic mastery of skills to expand one's own learning and explore opportunities to gain expertise; demonstrate initiative to advance skill levels toward a professional level; demonstrate commitment to learning as a lifelong process; reflect critically on past experience in order to inform future progress.
6. **Interact Effectively with Others** - Know when it is appropriate to listen and when to speak; exhibit respectful, professional conduct.
7. **Work Effectively in Diverse Teams** - Respect cultural differences and work effectively with people from a range of backgrounds; respond open mindedly to different ideas and values; leverage social and cultural differences to generate new ideas.
8. **Guide and Lead Others** - Learn how to give thoughtful and valuable feedback in a non-confrontational manner; use interpersonal and problem-solving skills to guide others toward a goal; leverage strengths of others to accomplish common goals; inspire others to reach their best via example; exhibit integrity and ethical behavior in positions of leadership.

Reflection Journal Rubric

	4 Points	3 Points	2 Points	1 Point
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct.	Information is organized with well constructed paragraphs and information is factual and correct.	Information is organized but paragraphs are not well constructed and information is factual.	The information appears to be disorganized.
Quality of Information	Information clearly relates to the question. It includes several supporting details and/or examples.	Information clearly relates to the question. It provides 1-2 supporting details and/or examples.	Information clearly relates to the question. No details and/or examples are given.	Information has little to do with the question.
Application	Journal response connects to key course ideas in a logical and coherent way.	Journal response connects to key course ideas with some coherence.	Journal response does not connect to key course ideas or does so minimally.	Journal response is a vague and does not connect to course ideas.
Format	College level writing is used. Proper grammar and spelling are displayed. The journal entry is complete and error free. Entry is 50-100 words.	Some deviation from college level writing. Entry is over or under 50-100 words.	More than 3 grammar or spelling errors. Entry is less than 50 words.	Little or no resemblance to college level writing.

Project Management Rubric

Project Management Outcomes	Novice (1 Point) Awareness or Base Level Knowledge	Intermediate (3 Points) Apply the concept somewhat	Advanced (5 Points) Intentional and Effective Application
Articulate series of goals	Set goals for project	Write goals and articulate to group	Write tangible goals that relate to organization's vision, mission and purpose; Articulate goals to entire group
Articulate series of steps/processes to achieve goals	Aware of need to write tasks and verbalize steps (internal thought process)	Write clear steps to achieve tasks and articulate to group	Review past assessment data; Implement change accordingly; Steps/processes linked to goals of project and apply methods to work
Determine, procure, optimize all resources (human, material & financial) needed	Identify basic resources needed to complete project	Divide resources into categories (HR, financial, knowledge, skills, strengths) and delegate appropriately	Look beyond what is present and discover new resources; Apply/use resources efficiently; Use a system of checks and balances for continual management of all available resources
Create & maintain budget	Aware a budget exists	Set budget	Set appropriate budget and practice fiscal responsibility
Define and appraise tasks to complete project	Aware project involves a set of tasks	Define tasks and sequences and delegate properly	Utilize resources in completion of tasks; Appraise efficiency and effectiveness in completion of task in meeting goals
Calculate time on task	Establish a deadline	Complete task(s) on time - may not follow the timeline but task is still completed	Follow a clearly defined, well planned timeline with time left for unplanned issues
Initiate the tasks	Start task with encouragement from advisor	Initiate task on own and have end in mind	Recognize a need/opportunity; initiate task on own within the defined timeline
Perform the tasks	Complete tasks with minimal errors	Complete task on time while making appropriate adjustments and improvements	Utilize all of resources; Follow timeline efficiently and effectively; Perform task through completion; Understand the importance-commitment not compliance.
Manage the tasks & the performance of all involved	Assign a tasks to others, but maintain ownership	Assign tasks and monitor progress	Assign tasks, relinquish ownership, evaluate and monitor progress and make sure that tasks have been completed
Evaluate the project	Utilize informal evaluation method	Develop assessment tool based on desired outcomes	Develop assessment tool based on desired outcomes and utilize data gathered on future projects in subsequent years
Forecast and set procedures for subsequent years	Maintain materials from the previous year; Plan retreat to share information	Set transitional processes; Utilize past information for better future performance	Create a comprehensive transitional procedure including a standard operational manual that is updated from year to year

Rubric for Final Paper

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 F-level qualities (below 70)	Score
Purpose	Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader	Introduces and presents paper adequately; purpose is not consistently clear throughout the paper	Introduces and presents paper somewhat effectively; writing has a clear purpose but may sometimes digress from it	Introduces and presents paper poorly; purpose is generally unclear	
Development and content	Develops paper with exceptional care, including all topics assigned in a seamless manner; provides a balanced presentation of relevant information and shows a thoughtful, in-depth analysis of the topics; reader gains insights	Develops paper as assigned, including a full discussion of each topic assigned; information displays a clear analysis of the significant topics; reader gains some insights	Does not fully develop paper as assigned and may ignore one of the three major issues or treat it in a cursory manner; analysis is basic or general; reader gains few insights	Paper is undeveloped; paper does not relate to the assignment and includes very little discussion of the issues discussed in the course; analysis is vague or not evident; reader is confused or may be misinformed	
Cohesion and Insight	Ideas are supported effectively; writer shows clear evidence of having understood and synthesized course concepts; the application of concepts to the event chosen is exceptional	Ideas are generally supported; writer shows evidence of having read, understood, and correctly applied the course concepts to the event chosen	Many ideas are unsupported and it may not be clear whether the writer has understood or synthesized the concepts; application to the event may be incomplete	Writing is incoherent and shows little or no insight; there is no evidence that the writer has read the assigned texts or understood the concepts	
Organization	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness	Writing is accomplished in terms of clarity and conciseness and contains only a few errors	Writing lacks clarity or conciseness and contains numerous errors	Writing is unfocused, rambling, or contains serious errors	
Total:					