

# INTERNSHIP IN MANAGEMENT (MGMT 399)

## Important Information

Meets:	The last Wednesday of the month, 8:30-9:20am in Rosenstock (RO) 101 <see schedule below>		
Professor:	Dr. Ryan Safner	Office:	Rosenstock 118-B
Phone:	(301) 696-3368	Website:	<a href="http://blackboard.hood.edu/">http://blackboard.hood.edu/</a>
E-mail:	safner@hood.edu	Office Hours:	TuTh 9:30-11:00am or by appointment

## Course Description and Objectives

A learning experience with an appropriate organization to provide familiarity with the management concepts, skills and attitudes required for success in a specific career. The student is responsible for developing appropriate work projects, and each must meet department guidelines and be approved. At least 40 hours of work will be completed for each credit.

## Course Policies

### OFFICE HOURS

Students are encouraged to take advantage of office hours. While I have arranged my hours to best support the class sessions, I can usually meet at many other times of the week. Please request an appointment via e-mail to ensure that I will be available.

### ATTENDANCE

Active class participation is very important to your success in this class and regular, on-time class attendance is expected. I realize that unexpected circumstances may cause you to miss an occasional class. If you know in advance you will miss any of the required class meetings, please let me know.

### CLASS PARTICIPATION

Participation entails class attendance and active involvement in class discussions. Students are expected to question, challenge, argue, contribute, and debate the viewpoints and issues presented in class. Undoubtedly there will be those with dissimilar views. I expect all discussion to remain on topic and handled in a respectful manner.

### TECHNOLOGY

You must have Blackboard access in order to follow the course material. Regular announcements will be posted and emailed via Blackboard (please ensure that you have linked your blackboard account to the email you check most frequently). Assignments, and copies of course assignments and sample papers will be posted on Blackboard as well. Course slides for each class will be available on Blackboard prior to each class.

In order to maintain a learning environment in which both students and instructor can concentrate on learning, the class/meetings must be free of disruptions and distractions. Each student is expected to behave in a manner consistent with the College's functions as an educational institution. Cell phones (texting/talking/ringing), pagers, blackberries, iPods and other electronic devices are to be silenced during class. Due to the format of the class (discussion based with prompts and supplemental slides posted on Blackboard) there is no requirement for laptops, tablets, recording devices, etc. You may use a laptop or tablet computer for legitimate reasons (e.g., note taking, academic accommodation), however, if you are found to be using these devices for anything other than course-related activity, you will not be permitted to bring them to class and will be marked as absent that class. In addition, exhibiting inappropriate, offensive and/or harassing behavior toward individuals affiliated with this course (inside and outside of the classroom) may be subject to possible failure in the course and immediately reported to the Provost.

## ADA STATEMENT

Hood College complies with the Americans with Disabilities Act of 1992. Students who are in need of special assistance/accommodation should contact the instructor by the end of the first week of classes. Appropriate reasonable assistance/accommodation will be provided for such students.

## ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in Hood College's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty and integrity. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty and they are wrong. Academic misconduct will result in disciplinary action that may include failure of the course, suspension, or dismissal.

The Economics & Management department aspires to the highest standards of academic conduct. In doing so, we will not tolerate academic cheating in any form. Faculty members will ardently uphold the highest academic standards in this matter and remain vigilant in reducing potential opportunities for academic cheating. Cheating is defined as:

- (1) obtaining or attempting to fraudulently obtain credit for work
- (2) aiding another to obtain fraudulent credit for work
- (3) improvement in evaluation of performance by any dishonest or deceitful means.

Cheating includes, but is not limited to: copying from another's test or examination; taking or receiving copies of an exam without the permission of the instructor; using unauthorized notes (e.g., cheat sheets) or other information devices (e.g., smart phones) inappropriate to the prescribed test conditions; leaving the testing area during test in order to access notes (e.g., unauthorized use of restroom).

At a minimum, a student that is judged to be cheating by the instructor will receive a grade of "F" for the assignment. Under extreme circumstances or multiple cheating occurrences, a student will receive a grade of "F" for the course and be banished from the major.

Students' rights shall be ensured through attention to due process through the Hood College Academic Judicial Council.

## ACBSP Information

Hood College is an accredited member of the Accreditation Council for Business Schools and Programs (ACBSP), an organization devoted to enhancing business education. In receiving and maintaining this accreditation, the faculty has made a commitment to the continuous improvement, innovation, and scholarship of the Department of Economics and Management. For you, this means that your educational experience undergoes ongoing validation to ensure it meets the most rigorous international standards of business education. Only a select group of institutions have received this status and it is an attribute of Hood for which you should take great pride.



Pragmatically, our accreditation means that we will engage in the ongoing use of measures, both quantitative and qualitative in nature, to assess the performance of our students and the program. We ask that you take very seriously the surveys and other measurement devices we will use – your best work and honest response will help us best assess and improve our program.

Following ACBSP guidelines, this course is designed to provide students functional knowledge in the management of information systems, including an expert ability on how to use information systems and

information technology to create a competitive advantage for organizations. Likewise, students will gain competency in the skills required: (a) to effectively lead, manage, and interact with organizational stakeholders, (b) for adeptness with written and oral communication, teamwork, critical-thinking, and decision-making, (c) to establish that they will provide a stakeholder approach to managerial decision-making that is ethical and socially responsible, (d) to demonstrate how macro, industry, and global environments present opportunities and challenges for organizations, (e) to show a proficiency in quantitative and qualitative tools and techniques that will aid them in the preparation, interpretation, analysis, and presentation of data and information for critical-thinking, problem-solving, decision making, and communicating with external and internal stakeholders, and (f) to showcase a mastery of the concepts, principles, and theories of information systems, with the ability to apply these to solve functional level problems in simulated real-world situations and design solutions for organizational success.

### **Tentative Schedule**

An internship represents a time commitment of 40/hours per credit at the internship site along with time spent in reflection and critical thinking of their internship activities. To support these goals and to build a peer community of practice, students will meet at Hood at four points during the semester to engage in collaboration and group internship activities.

These sessions are scheduled in Rosenstock TBD from 8:30 to 9:20 am on the following dates:

January 31, February 28, March 28, April 25

### **Grading Policies**

#### **GRADING DETAILS**

The internship is graded as either an ‘S’ (satisfactory) or ‘U’ unsatisfactory. In order to receive a satisfactory score, a student must complete at least the designated number of hours at the internship site with suitable feedback received from the onsite internship coordinator, attend the required class meetings as described in the section above, and complete the following required items

- a) Ongoing communication channel  
Intern will send a weekly email to the instructor indicating her activities in the position, any difficulties that arise in her completion of his or her role, and any needs for information or questions that he or she may have.
- b) Book/Article review  
Intern will read and comment on several supplemental articles that directly examine the topic of contemporary professional work practices
- c) Final portfolio  
Intern will complete a final portfolio, detailing his or her experience at the internship, and incorporating the projects he or she has completed. Specific emphasis will be placed on his or her development in the abovementioned objectives. A required component of the portfolio is the reflection paper (see the reflection paper prompt on the next page).

## **Reflective Paper** *(This assignment was adapted from the Bellevue College internship guide)*

Consider and discuss your internship experience, making connections between your studies at Hood and your time at internship workplace. As you do this, reflect on how your internship has impacted your short-term and long-term career goals.

- In your reflection paper, explain the steps you took to meet your initial learning objectives. How well did you accomplish these?
- Many interns use the following words to describe their first few weeks at an internship: confused, overwhelmed, stressed, awkward, scared, unprepared, and insecure. Did you feel any of these emotions when you started your internship? If so, did you still feel that way at the end? Please explain.
- Many people say that networking is one of the most important elements of an internship. Did you develop professional relationships that may help you in your future academic/career endeavors?
- What supportive factors helped you accomplish your objectives? What kind of support was missing that you would have liked?
- What skills and knowledge from your classes or activities at Hood College were you able to use in the internship?
- What did you learn about yourself as an employee / a co-worker / team member? What do you think your internship supervisor would say about you as an employee? What would your other co-workers say about you as a team member? What professional workplace skills do you need to improve?
- At Hood, it is easy to observe the learning styles of fellow students and to see how learning is connected to academic success. Once you join the workforce after graduation, it is equally (if not more) important that to continue to learn new skills. We call this “lifelong learning” – the ability to keep developing throughout your career. As you progress through your career, how will you ensure that you’re a lifelong learner?
- How has this experience affected your academic and/or career plans?

You may organize the reflective paper in the manner you desire, and you need not answer the questions sequentially. Be sure you follow the rules of good writing—each paragraph should open with a topic sentence and have one main idea supported by two or three concrete examples from your internship.

Papers should be a minimum of 1200 and a maximum of 2100 words. Include your name and internship location on a cover page. Include your paper in your portfolio. Portfolios are due the last day of scheduled classes by 5:00pm EST.