

## **PROFESSIONAL DEVELOPMENT**

*BUSINESS 460-INTERNSHIP*

FALL SEMESTER 2012

**8/22/2012**

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***“Performance is not a result; it is a discipline”***

### **COURSE REQUIREMENTS**

*The objectives of the course, as detailed below, are more broad than the Catalog course title implies, as the course not only focuses on the student’s successful completion of an internship or shadow experience, but also on acquiring information and skills critical to applying for and securing employment. While the “in semester” experiences received with internships will provide additional student perspective during the semester, the focus of the course is on the **overall, high level PROFESSIONAL DEVELOPMENT of the student**, from both “before the job”, and “on the job” standpoints. Of major importance in this regard will be refinement of both verbal and written communication skills, as well as the use of case studies to address ethical issues that may confront a graduate once initial employment is secured.*

*Consistent with the above, the course will endeavor to:*

1. Develop overall preparedness for entry into, and success in the workplace; refine practical and effective writing skills as an element of increasing the likelihood of securing interviews and employment, and enhancing written communication once employed;
2. Develop professional resume and cover letter preparation techniques;
3. Develop solid interview strategies, communication and response techniques through a series of real time interchanges and mock interviews; assess and refine interview thought processes and communication skills;
4. Obtain exposure to the requirements of various occupations through real time exchanges with guest lecturers and community professionals;
5. Discern how and why particular intern or shadow experiences are an individual fit or not, and what has been learned in the process;
6. Obtain case study experience as to the important role that solid business ethics plays in the workplace;

7. Obtain insight into the prominent roles that organizational “culture” and individual behaviors play in the workplace;
8. Develop skills to source employment availability and obtain familiarity with job posting internet sites;
9. From the completion of an assigned book, allow the student to carry on a fluid conversation with regard to a major current topic in the business world;
10. Develop specific skills to research an interview target; and
- 11. Instill a standard of performance at a superlative level (verbal and written), and to develop performance management habits.**

### **REQUIRED TEXT AND MATERIALS**

1. Handouts and case studies, as directed; a specific research/topic book will be assigned to each student;
2. Audio materials, as directed;
3. **All of the above to be paid for by the student, some of which may be individually billed during the semester.**

### **CLASSROOM REQUIREMENTS**

1. ***The course has a specific mandate from The Department of Commerce and Business, which includes a high level fine tuning of verbal and written communication skills. Regardless of what time you expend towards fulfillment of your internship, the course and its demands stand on their own; this is NOT simply a classroom supplement to your internship experience, and you should NOT expect a grade of A- or A for simply “meeting” the course’s requirements. As will be the case with your first permanent job, virtually the entire course is PERFORMANCE AND CONTRIBUTION BASED, and higher grades are given for higher performance. If you are concerned about the state of your verbal or written communication skills at this time, you should start NOW on mitigating those issues, and I will be happy to meet with you ASAP to discuss ways to address improvement in advance. Please DO NOT wait for an assignment to address any such issues! The course will be taught as if the student has joined a new organization for the semester, for which high level professionalism, meticulous attention to deadlines and detail, and punctuality are required. As such, the student should approach requirements of the course with the same attitude and standard of quality as he or she would approach an actual first job, and be expected to be evaluated by the Professor on the same basis as an employer would evaluate an actual employee. Instructions, templates, and the like should be followed very literally, but students are free to ask questions for clarity.*** ALL assignments should be completed with the same care and meticulous review as if they were going to be evaluated by one’s workplace superior. In addition to specifics noted in this Syllabus and in the attendant Assignment Outline, supplemental directives will be given in class, and may only be mentioned once. Students are responsible for any such directives, and may be penalized for noncompliance therewith, just as would likely happen “on the job”. Written assignments should be presumed to have “Senior Management” as the final destination, and all verbal communication in class and otherwise should be professionally styled as if directed to a Senior Management team. Such standard should permeate across all of your work for the semester, even in office hour conversations. All assignments are due *in class*, and on the day specified on the Assignment Schedule, unless notified to the contrary by The Professor (which may occur in class or via e-mail). Assignments turned in late without permission from The Professor may be subject to a markdown of up to 25% of the grade that would otherwise have been assigned, all at the sole discretion of The Professor. Assignments turned in more than 48 hours from the time due may not be accepted at all, at the sole discretion of The Professor, in which case a

zero may be assigned. As previously noted, verbal commentary by the student should be professionally advanced as if the student were in an actual workplace meeting; students will be corrected in class as to verbal errors or inconsistencies. Students should be punctual and attentive on the same basis as they would be for an “on the job” staff meeting with Senior Management; one minute late is “late”. Students should engage guest speakers and ask questions (it is very rude not to do so when speakers have given of their time to help you with your career). **When speakers are presenting, students should dress nicely** (no jeans, no tee shirts, etc.) **Attention to all of the above points will bear directly on the student’s grade**, in the same way that lack of compliance with the above standards would be viewed poorly by an employer.

2. ***The use of cell phones, texting, or email review in the classroom will not be tolerated in any respect!***
3. ***Success in the course will be dependent on class attendance, which is mandatory, and which will be taken and graded.*** If a student is absent from class due to an excusable reason (such as for a required school sporting event), the student must provide the Professor with an explanation of the absence. Absences for which an excuse is not given or accepted by The Professor will represent an unexcused absence. Guest speakers visit the class without compensation and are there strictly as a favor for you, the student. In some cases the speakers will be presenting in other classes, or in the evening (dates to be announced). ***Failure to attend guest speaker sessions may result in the weighting of such absences at a higher level as to grade impact.*** Students are expected to be in class for all student presentations, whether or not the student is actually presenting on that day. When, in the Professor’s opinion, unexcused absences are excessive, or unsatisfactory performance in the course jeopardizes the student’s progress, notice to the Assistant Dean of Academic Affairs may be given by the Professor. Further absences will, at a minimum, result in a (perhaps substantial) lowering of the student’s grade, and *may* result in failure in or suspension from the course. Should a student receive a notice of excessive absences or unacceptable performance in the course, it is the student’s sole responsibility to promptly contact the Professor to discuss the situation in question.
4. ***As noted above, students are responsible for any announcements that are made in class, including changes in assignments or due dates***, refinements of assignment specifications, and for any handouts, *whether such student was present in class or not at such time, for any reason.* ***The attached Assignment outline is tentative at this time***, and is subject to change as guest speaker availability changes. If revised Assignment Schedules are in effect, ***they will be color coded***, and the class notified under which “color”/schedule the class is currently operating (the first one is “Blue”). As when “on the job”, students in the course are responsible for checking their e-mail **at least once a day**, and are **fully responsible** for any content included in e-mails sent from The Professor, which e-mails may contain additional instructions, information to be included in assignments, or narrative in clarification of assignments.
5. Class participation in discussion topics is very important, as the opinions and experiences of each student can be invaluable to the class. Such is not designed to intimidate students, but to simulate “the workplace” (a company likely has no interest in hiring an employee who is not **regularly** willing to engage in active dialogue). Failure to be engaged in class will have a direct, negative impact on students’ grades; similarly, student initiative in relating classroom topics to current events is also important.
6. Written assignments should be completed in a timely and professional manner, illustrating a depth of thought and careful communication of ideas and perspective. ***It will be especially important for each***

*student to pay particular attention to the proper use of headings, margins, format, grammar, syntax, idea expression and sentence flow and construction. The student is expected to research questions of grammar, syntax, spelling, etc., BEFORE FIRST DRAFTS are handed in. Such questions should be thoroughly checked and checked again! Reliance on computer resources may not be sufficient for accuracy (use of a paper dictionary is preferred); hard copy grammar resource materials will be available outside of The Professor's office, but please use them there, and do not take them with you. Students should consider obtaining assistance from the Rhodes Writing Center, but not from other students.* Written assignments should be submitted in hard copy form and Professor edits should be stapled to them; consequently, there should be no e-mail submissions unless requested by The Professor. If all prior drafts do not accompany the current submission, both may be considered late, or not accepted. Papers may not be graded if, in the sole discretion of The Professor, they are poorly written as to content, form, or mistakes. Such assignments may be returned to the student without grading and assignments may be considered late. Students should review the "poor writing" examples made available by The Professor in advance of the first writing assignment, and strictly adhere to a policy of not making mistakes referred to in class discussions; **more stringent grading criteria will be applied as to successive assignments, and grades assigned on initial submissions may be lowered if corrections and revisions are not satisfactory, in The Professor's discretion. All of this is crucial to good performance in the class!**

Written assignments will include:

- a. Responses to selected topics or discussions;
  - b. Preparation of initial draft cover letters and resumes, with final versions to follow;
  - c. Responses to research readings, projects and case studies, as assigned.
7. Class presentations should be completed and presented in a timely and professional manner. With respect to group assignments, each student is expected make a balanced contribution to the group, and to share in the actual presentation to the class; grades may be adjusted if such is not the case.
  8. *Failure to follow specific instructions with respect to assignments may result in a significant grade penalty with respect to the assignments in question.*
  9. Anyone who has received documentation through Disability Services and needs accommodations for assignments should let the Professor know well in advance of due dates.
  10. Documents e-mailed to the Professor should first be saved in the requisite **97-03 format**, as there is sometimes trouble opening the documents having an "x" in the extension. The way to do this is to execute the "File", "Save As", and subsequent instructions.

## **INTERNSHIP REQUIREMENTS**

1. Each student will participate in an internship experience as coordinated by the Rhodes Career Services Office; *each student is responsible for confirming such early in the semester with Career Services. Satisfactory completion of required internship experiences is not optional, and failure to do so to The Professor's satisfaction may result in failure of the entire course, notwithstanding the portion of the grade allocable to such as noted below (which are designed to rate specific differences in performance of those who do complete them satisfactorily).* Regular attendance and professional dress and conduct

at intern places of service should be exhibited, and a detailed journal of the experience maintained; specific content requirements of the journal will be provided at a later date.

2. A paper assessing each internship experience is required. The Professor will distribute a handout regarding specific guidelines and due date.

### **GRADING PROCESS**

1. Major factors entering into grade determination will consist of:
  - a. Class attendance, contribution to class discussion, and enthusiasm in sharing experiences and perspectives for the benefit of the class **(25%)**;
  - b. Contribution to, participation in, and communication (including the written component, if any) with respect to group projects **(10%)**;
  - c. Complete reading of any research book assigned, satisfactory completion of an acceptable summary thereof, and/or satisfactory presentation of such to the class if requested **(10%)**;
  - d. Preparedness and communication with respect to resume and cover letter preparation, and interview exercises and processes **(15%)**;
  - e. Content and quality of individual written assignments (such as case studies), including the use of appropriate grammar and syntax **(20%)**;
  - f. Content, comprehensiveness, and perspectives communicated through the intern/shadow *Journal* completion process **(5%)**; and
  - g. Evidence of satisfactory attendance and completion of internship/shadow experience obligations, including The Professor's assessment of the evaluation *by the organization* providing an evaluation of the student; **Professor's assessment of overall student performance and/or improvement (or the lack thereof); all to be awarded at the discretion of The Professor (15%)**.
2. The giving of formal quizzes, tests, or "case examinations" within the context of the above general grading categories will be at the discretion of The Professor. If no final examination is given, The Professor will may utilize such time to cover additional topics or to use such time for an additional assignment falling into one or more of the general grading categories outlined in the section noted above.
3. Overall course grades will be assigned according to the following general parameters (adding plus or minus notations, as appropriate):
  - A 90% and above
  - B 80% to 89.9%
  - C 70% to 79.9%
  - D 60% to 69.9%
  - F Below 60%

### **HONOR CODE**

Compliance with The Rhodes College Honor Code is expected at all times. ***It will be considered an Honor Council offense to use, or to refer to notes, tests, papers, presentations, or other related materials associated with prior students or materials used in previous offerings of the Course.***

**BUSINESS 460**

Assignment Schedule-FALL Semester 2012

8/22/2012

Class Date	Topic	Reading/Writing Assignments
Thursday Aug . 23	Course Introduction	
Tuesday Aug. 28	The "Millennial" Generation/Generation "Vexed" Writing issues	"The Feathered Generation" (Handout)
Thursday Aug. 30	Money / Significance/Success/Values/Abilities/ Motivations-----Introduction to Ethics Issues	"Why Hire You" Paper Due
Tuesday Sep . 4	Writing Critique	
Thursday Sep. 6	Resume Writing / Resume Critique	
Tuesday Sep. 11	Ethics Case Discussion	Case # 1 Paper Due
Thursday Sep . 13	Ethics Case Discussion	Case Paper Due
Tuesday Sep. 18	Cover Letters / Information Interviews	Company / Group Selections Due Resume Drafts Due
Thursday Sep. 20	Guest Speaker	
Tuesday Sep. 25	Meyers – Briggs Testing-Career Services	
Thursday Sep. 27	Meyers – Briggs Testing-Career Services	
Tuesday Oct. 2	Interview Techniques	
Thursday Oct. 4	In Class Interviews and Company Research Parameters	Cover Letter Drafts Due Second Resume Drafts Due
Tuesday Oct. 9	In Class Interviews (Professor, single questions)	
Thursday Oct. 11	Guest Speaker	
Thursday Oct. 18	In Class Interviews (Single questions)	
Tuesday Oct 23	Thank You / Decline Letters	
Thursday Oct . 25	Guest Speaker	
Tuesday Oct . 30	Company Presentations	Second Cover Letter Drafts Due Third Resume Drafts Due
Thursday Nov. 1	Company Presentations	
Tuesday Nov 6	Guest Speaker	
Thursday Nov 8	Credit & Employment Impacts Thereof	
Tuesday Nov. 13	Guest Speaker	Final Cover Letters Due Final Resumes Due
Thursday Nov 15	Guest Speaker	
Tuesday Nov 20	Case discussion	Case Paper # 2 Due
Tuesday Nov. 27	Guest Speaker	
Thursday Nov. 29	Individual Presentations	Research Summary Due Internship paper

		due
Tuesday	Dec. 4	Individual Presentations
Tuesday	Dec. 11 at 1:00 PM	FINAL EXAM or CASE DUE DATE TO BE – DETERMINED--OFFICIAL DATE AT LEFT

The above schedule assumes a Rhodes Fall Break spanning October 13 – October 16, 2012, and a Thanksgiving Recess spanning November 21 – November 25, 2012.