

360/460 BUSINESS FIELD EXPERIENCE
DEE BIRNBAUM
INTERNSHIP/CAREER PLANNING
Spring, 2008

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OBJECTIVES:

Participants will learn to:

- ☐ View career planning as a long-term process that is affected by social trends, organizational policies, and individual development;
- ☐ Analyze the culture of the country and organization in which they are working;
- ☐ Assess their own needs, values, skills and interests and try to match these to specific occupational and organizational cultures;
- ☐ Develop career planning and job-hunting strategies and skills.

REQUIRED READING:

- ☐ Clawson, J.G., Kotter, J.P., Faux, V.A., and Arthur, C.C. Self-Assessment and Career Development, Englewood Cliffs, NJ: Prentice-Hall, 1991, 3rd Edition
- ☐ Packet of materials including:
 - Sample resumes
 - “Action” words
 - Sample interview questions
 - Sample cover letters

ASSIGNMENTS:

1. Keep a journal of your internship experiences and turn it in for credit. Describe your work assignments day-by-day, the nature of the atmosphere at work and your relationship with your colleagues. Answer the questions on the “list of the things to observe in your internship” that is attached to this syllabus that are applicable to your experience this semester. You may incorporate the questions into the journal or answer them separately. This journal will help me to assess the value of your worksite for future students. We have discontinued internships at some companies based on the experiences of our students as recounted in their journals. We have also increased the numbers of students at some organizations based on the information in students’ journals.

2. Complete and turn in the following exercises from the Self-Assessment Workbook:
 - Written Interview (complete, but do not turn in) – Chapter 3
 - Values Sort – Chapter 4
 - Survey Of Behavioral Characteristics – Chapter 5
 - Interpersonal Style Inventory – Chapter 9
 - Predisposition Test – Chapter 10
 - 24-Hour Diary – Chapter 11
 - Developing Life Themes – Chapter 16
 - Drawing Implications From Themes – Chapter 21
 - Feelings Record (for all exercises) – Chapter 15
3. Complete and turn in a resume and cover letter.
4. Read cases as assigned and come to class prepared to discuss them.

GRADING:

There will be no exams in the class. **Your grade will be based on your written journal, answers to the questions on the last two pages of this syllabus, workbook exercises and in-class case analyses;** however, to pass the course, you must complete the internship successfully as indicated by your supervisor's evaluation. You must also fulfill your 10 hours per week commitment to the internship site. Please see attached detailed information regarding workbook exercises and journal.

Your workbook exercises, updated resume, cover letter and journal are due on **March 22**. If they are turned in late, a full letter grade will be deducted for each day that your materials are late.

HONOR CODE:

You are expected to abide by the Honor Code.

CLASS DISCUSSION TOPICS:

- I. Evaluating a Job Applicant
 - Looking At Job-Hunting From the Other Side of the Fence
- II. National Cultures/Corporate Culture
 - Definition of Culture
 - The Role of Culture in Career Decisions
 - Learning to Read Cultural Cues
- III. Developing Job Hunting Skills
 - Facts about Job Hunting
 - Resume Writing
 - Interviewing
 - References

IV. Long-Term Socio-cultural Factors That Influence Career Planning

- ☐ Socio-cultural Changes
- ☐ Life Stages
- ☐ Societal Values
- ☐ Organizational Structure
- ☐ Family Responsibilities

V. Visit to Career Services

VI. Cases

- i. Matt Compton
- ii. Lisa Benton
- iii. Karen Harper
- iv. Elizabeth Fisher
- v. The Vermont Decision

Some General Hints for Doing Workbook Exercises

1. These exercises take time and psychic energy – not intellectually difficult, but tiring – takes time! Start early! **Remember, this is the primary basis for your grade!**
2. **Do NOT follow instructions in the book to analyze Steven Taylor or Carrie Baugh's examples.** If it helps you to do this, OK, but this is not to be turned in for credit. It's just to help you to do your **own** self-assessment paper.
3. The point of all of these exercises is to generate life themes. The exercises are data-generating devices and these data, in turn, become the basis for building life themes. Your life themes (Chapter 16) should include data from all the exercises you've done and the data source (the exercise) should be labeled for each. Use the examples from Chapter 17 for completing this part of the assignment. **To be useful, the analysis and interpretation of each exercise must be done as the workbook directs.**

Detailed Information on Requirements for Each Part of Project

WRITTEN INTERVIEW, Chapter 3, p. 13

Read instructions.

Questions 1-11 answer – do NOT turn in, **but DO THE EXERCISE -- you will need MANY DIRECT QUOTATIONS from this exercise to complete your life themes exercise later on.**

Feelings Record (see Chapter 15) – turn in

VALUES SORT, Chapter 4, p. 39

Put them in order and turn in the exercise.

See pp. 41–42 – use questions for analysis – turn in

Feelings Record – turn in

BEHAVIORAL CHARACTERISTICS SURVEY, Chapter 5, p. 47

Survey, pp. 47-48; Scoring, pp. 49-50 – turn in
Scoring Procedure, p. 49; Interpretation, p. 50 – turn in
Feelings Record – turn in

INTERPERSONAL STYLE INVENTORY, Chapter 9, p. 83

Follow directions carefully.
Put your name and data collector's name on acquaintance reports.
Select 2-3 close friends; the rest are people who know you reasonably well – 5 in all
Do analyses on pp. 98–99 – see “Interpretation” Turn in ALL
Feelings Record – turn in

PREDISPOSITION TEST, Chapter 10, p. 105

Test on 106 – do it fast without thinking about each too carefully
Scoring and interpretation, pp. 106-109 - turn in
Feelings Record – turn in

24-HOUR DIARY, Chapter 11, p. 113

2-days worth - minimum – 24 waking hrs; – turn in – 1 weekday, 1 weekend day
Write as you go; don't reconstruct – instructions on p. 113
Put as many details, reactions, etc., as possible
Interpretation – pp. 113-116; – turn in
Feelings Record – turn in

ANALYZING THE WRITTEN INTERVIEW, Chapter 14

Very helpful for pulling out themes and patterns from data

FEELINGS RECORDS, Chapter 15

How to do feelings records, examples and interpretation

LIFE THEMES, Chapter 16 – developing life themes

SEE pp. 215-223 (LAUREN DAVIS' SELF-ASSESSMENT PAPER FOR AN EXAMPLE) THIS IS WHAT YOUR LIFE THEMES EXERCISE SHOULD LOOK LIKE – TURN IN.
Feelings Record – turn in

DRAWING IMPLICATIONS, Chapter 21, p. 229 – turn in

Feelings Record – turn in

ATTENDANCE POLICIES

Attendance at the internship site is required. Remember that you are representing Rhodes and your punctuality and dedication to your work will affect the college's future opportunities for placing students in that firm.

Similarly, **ATTENDANCE IN CLASS IS REQUIRED!** Your class attendance permits me to provide oversight for your internship, as I will ask you detailed questions about your internship every week during class. This question and answer exchange also serves as a forum for students to share information with each other and to learn about other entry-level positions in business.

THINGS TO OBSERVE IN YOUR INTERSHIP AND REPORT IN YOUR JOURNAL

- ☐ Were your job responsibilities clearly delineated?
- ☐ How did members of the organization receive you?
- ☐ Were you made to feel more or less valued than you anticipated?
- ☐ Were there any “upending experiences” – incidents that strongly conflicted with your assumptions about the organization and/or your role?
- ☐ Identify successful versus plateaued people in the organization. Compare and contrast the behavior, attitudes, image, demeanor, and style of the two groups. What are the differences in the way the two groups are treated by their colleagues?
- ☐ Did you experience any of the following problems (or any others not listed below)? If so, describe the problem and how you handled it:
 - i. Too much or too little direction;
 - ii. Difficulty in judging how well you were performing your job, fitting into the organization and progressing;
 - iii. Difficulty in dealing with your boss and peers.
- ☐ Corporate Culture
 - i. What are the company values and how are these communicated to employees and the public?
 - ii. What are the central beliefs of the organization about how the world works?
 - iii. What are the acceptable behavior patterns for the employees in the corporation?
 - iv. What are the important taboos?
- ☐ What are the most important dimensions of performance?
- ☐ What kinds of mistakes are forgiven and what kinds of mistakes can ruin a career in this organization?
- ☐ How are failures handled?
- ☐ In there a corporate Siberia? If so, where?
- ☐ How are differences in hierarchical levels symbolized?
- ☐ How much social distance is there between/among individuals on different levels of the hierarchy?

LATER REFLECTIONS

- ☐ How clear were your expectations about what the company and the work unit would be like as a place to work prior to beginning your internship?
- ☐ Have these expectations been borne out? Which were? Which were not?
- ☐ Which important initial perceptions or assumptions have turned out to be inaccurate?
- ☐ Roughly, how long was it before you first felt that you understood who the key players were and how the work unit/company really operated?
- ☐ How did your relationship with your boss evolve over time?