

## BADM 460-01, Business Field Experience, Fall 1998

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**BUSINESS FIELD EXPERIENCE 460  
INTERNSHIP/CAREER PLANNING**

Professor Martin  
Fall Semester, 1998-1999

**Office:** 319 Buckman      **Office Hours:** TuTh 11:15 am - 2:00 pm  
**and by appointment**

**Phone:** Office: 843-3853  
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**Objectives:**

Participants will learn to:

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

**Required reading:**

1. Clawson, J. G., Kotter, J. P., Faux, V. A., and Arthur, C. C. (1991). Self-Assessment and Career Development (3rd Edition). Englewood Cliffs, NJ: Prentice-Hall.
2. Packet of Materials Including:  
Sample resumes  
“action” words  
sample interview questions  
sample cover letters

**Recommended reading:**

Yankelovich, D., “New Rules in American Life: Searching for Self-Fulfillment in a World Turned Upside Down.” Psychology Today, April 1981, 35-89.

Kanter, R. M.(1977). Men and Women of the Corporation. New York: Basic Books.

Bolles, R. N. What Color Is Your Parachute? Berkeley: Ten Speed Press.

### **Assignments:**

1. Keep a journal of your internship experiences and hand it in for credit. Describe your work assignments day-by-day. Answer the questions on the list of things to observe in your internship that is attached to this syllabus that are applicable to your experience this semester. You may incorporate these questions into the journal or answer them separately.
2. Complete and hand in the following exercises from the Self-Assessment Workbook:
  - a) Written Interview (complete, but do not hand in) - Chapter 3
  - b) Values Sort - Chapter 4
  - c) Survey of Behavior Characteristics - Chapter 5
  - d) Interpersonal Style Inventory - Chapter 9
  - e) Predisposition Test - Chapter 10
  - f) 24-Hour Diary - Chapter 11
  - g) Developing Life Themes - Chapter 16
  - h) Drawing Implications from Themes - Chapter 21
  - i) Feelings Record (for all exercises) - Chapter 15
3. Complete and hand in a resume and cover letter.
4. Read other materials to be provided during the semester.

### **Grading:**

There will be no exams in this class. **Your grade will be based on your written journal, 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 hour per week commitment to the internship site.** Please see attached information regarding workbook exercises and journal. **Your workbook exercises, updated resume, cover letter and journal are due on November 23rd.**

### **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.
  - Behavioral interviewing
  - Work orientation and readiness profile

- II. Corporate Cultures/Occupational Cultures
  - Definition of Cultures
  - 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 Sociocultural Factors that Influence Career Planning
  - Sociocultural Changes
  - Life Stages
  - Societal Values
  - Organizational Structure
  - Family Responsibilities
  
- V. Visit to Career Services
  
- VI. Cases
  - Matt Compton
  - Lisa Benton
  - Karen Harper
  - Elizabeth Fisher
  - 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 of your grade!
  
2. **Do NOT follow instructions in book to analyze Steven Taylor or Carrie Baugh's examples.** If it helps you to do this, OK, but this is not to be handed 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 of 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

### WI Chapter 3 pg. 13

Read instructions  
Questions 1-11 answer -- do NOT hand in  
Feelings record (see Chapter 15) -- hand in

### Value Sort Chapter 4, pg. 39

\_\_\_\_\_ Put them in order and hand in exercise  
See pgs. 41-42 -- use questions for analysis - hand in  
Feelings record - hand in

### Behavioral Character Survey Chapter 5, pg. 47

\_\_\_\_\_ Survey pgs. 47-48, scoring pgs. 49-50 - hand in  
Scoring procedure pg. 49; interpretation pg. 50 - hand in  
Feelings record - hand in

### Interpersonal Style Inventory Chapter 9, pg. 83

\_\_\_\_\_ Follow directions carefully  
Put your name and data collector's name on acquaintance reports  
Select 2-3 close friends and rest are people who know you reasonably well - 5 in all  
Fill out your current and desired self reports  
Do analyses on pgs. 98-99 - see "interpretation" Hand in ALL  
\_\_\_\_\_ Feelings record - hand in

### Predeposition Test Chapter 10, pg. 105

\_\_\_\_\_ Test on 106 - do it fast without thinking about each too carefully  
Scoring and interpretation, pgs. 106-109 - hand in  
Feelings record - hand in

### 24-Hour Diary Chapter 11, pg. 113

\_\_\_\_\_ 2-days worth minimum - 24 waking hrs - hand in - 1 weekday, 1 weekend day  
Write as you go; don't reconstruct - instructions on pg. 113  
Put as much detail, reactions, etc. as possible  
Interpretation on pgs. 113-116 - hand in  
Feelings record - hand in

Read Chapter 14 - analyzing the written interview  
Very helpful for pulling out themes and patterns from data

Read Chapter 15 - how to do feelings records, examples and interpretation

Read Chapter 16 - developing life themes - use as models:

examples in Chapter 17 “Dyad Exercise”

(Don’t need to do this in dyads)

See Pgs. 190-194 for how to do life themes and supporting evidence from exercises

See Pgs. 215-223 for further examples

This is what your life themes exercise should look like - hand in

Chapter 21 Drawing Implications, pg. 229 - hand 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 students in that firm.

Similarly, attendance in class is required. Your class attendance provides oversight for your internship as well as a forum for students to share information with each other about their experiences and problems.

Things to observe in your internship and report in your journal:

- \_ Were your job responsibilities clearly delineated?
- \_ How were you received by members of the organization?
- \_ 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:
  - a) Too much or too little direction;
  - b) Difficulty in judging how well you were performing your job, fitting into the organization, and progressing;
  - c) Difficulty in dealing with your boss or peers.
- \_ Corporate Culture
  - a) What are the company values and how are these communicated to employees and the public?
  - b) What are the central beliefs of the organization about how the world works?
  - c) What are the acceptable behavior patterns for employees in the corporation?
  - d) 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?
- \_ Is there a corporate Siberia? If so, where?
- \_ Which rules can be bent and which cannot be?
- \_ How are differences in hierarchal 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? What ones 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?