

*SMU's Graduate Program in Dispute Resolution
Internship Information Request Form*

Date: 6-10-2013	Organization: Hart Center for Engineering Leadership
Contact Information	Name & Title: Kathy Hubbard
	Phone: 214-768-3033
	Email: khubbard@lyle.smu.edu

Project Title (no more than four words): First Year Design, Small Group Facilitation

Project Summary (Intended purpose of the project, desired outcomes, student's role in the project)

The Lyle School's Introduction to Engineering Design (KNW 2300) is a multidisciplinary first-year design project-based learning course. The students enrolled in the course spend the semester working on a very challenging robotics project wherein the robot must be able to autonomously navigate an obstacle, locate a water basin, test and remediate the water chemistry, and finally return to its starting position. Teams are composed of first year students from the following majors: computer science and engineering, electrical engineering, mechanical engineering, and civil and environmental engineering. In the fall 2013 semester, we anticipate having four sections of this course. Each section meets for 3 hours per week (in one block) and has 3 teams in it. Additionally, there are a number of engineering faculty members and engineering teaching assistants that provide technical expertise for the course.

The project is structured such that it is impossible for one or two students to complete it independently (while the rest of the team watches). For most of the enrolled students, this is a new teaming experience; it is not like that which they encountered in high school. While teams encounter plenty of engineering challenges, in many ways it is the interpersonal and teaming issues that students are ill-equipped to tackle. Therefore, we have put in place a project management methodology which incorporates opportunities for teams to engage in reflective exercises primarily focused on "team health" rather than specifically on engineering outcomes. These reflective exercises, called retrospectives, have been praised by students as really helping the teams to learn to work effectively and get things out in the open in a safe, non-threatening environment.

We would like to invite applicants for internships to assist with the team development aspects of the course, which would include observing the teams during the course while they work on their robot (observing their interactions) and facilitating the retrospective sessions mentioned above. The opportunity for one-on-one coaching might also present itself.

Some Details:

Training

- 1 Training Session, 2, 4 hour sessions (w/o August 19, most likely Thursday 22 & Friday 23)

Activity

- Team Observations (3 teams of approximately 8 students)
- Facilitation of Retrospective (approx.. 3 per semester)
- Facilitator Reflection and documentation
- Communication with engineering faculty throughout the semester
- Opportunity for one-on-one coaching if needed

There will be four sections of KNW 2300 in Fall 2013 (pending student enrollment during AARO, of course). Optimally, we would like to have each student selected for this internship commit to working with one section for the duration of the semester. So, we have the potential to have up to four interns working with us.

Time-period in which Intern Will be Required:

Fall Term August 6 – October 12

Spring Term January 22 – March 28

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Organizational function in which this function will be completed: (Example: The Leadership Development Function within Human Resources)

Tasks will be associated with the FYD class. Class Overview and Objectives

Catalog Course Description:

An introduction to engineering design methodologies and basic teaming skills is provided. Students will participate on a team in a term-long multi-disciplinary design experience in which each student provides basic engineering capabilities in mechanical, software, electronic, civil and/or environmental systems. Each team will design a robot that achieves stated design objectives while operate autonomously, with as little human interaction as possible. Teams will submit group design memos documenting the evolution of the design. Each team will make a preliminary design presentation and report and a final design presentation and report. A competition will be held at the end of the term.

Course Learning Outcomes

UC SLOs: Ways of Knowing (For the University Curriculum)

1. Students will be able to demonstrate a knowledge of more than one disciplinary practice.
2. Students will be able to explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic.

UC SLOs: Proficiencies or Experiences – Oral Communications (For the University Curriculum)

1. Students will be able to select and use appropriate forms of evidence in a public presentation.
2. Students will be able to design verbal messages to suit particular audiences and purposes.
3. Students will be able to use visual cues (such as presentation software, staging, props, costumes, makeup, and gesture) to enhance a public presentation.

SACS SLO

(IV) Ability to communicate effectively - Work in a “project based learning classroom setting” in conjunction with approximately 3 teams of 8 students.

Address of the site location where the project will be conducted:

**SMU, Main Campus
Lyle, School of Engineering
3145 Dyer Street
Dallas TX 75225**

Estimated minimum to maximum hours required for the completion of the project:

60 to 100 hours per intern

Estimated percentage of those hours that will be conducted on the work site: **_100%_**

What specialized skills are critical to success on this project?

Negotiations ____

Conflict Management ____

Executive Coaching **_X_**

Group Facilitation **_X_**

Team Building **_X_**

Change Management ____

Platform delivery __

Project management **_X_**

Computer skills ____

- Excel ____
- Word **_X_**
- PowerPoint ____
- Other (please specify) ____

Training program design ____

Business writing ____

Data analysis/analytics ____

Conducting webinars (knowledge of Meeting Place, for example) ____

Social Networking ____

- Facebook ____
- LinkedIn ____
- MySpace ____
- Twitter ____

HR generalist skills/background ____

Fluency in a Foreign Language: (Please specify) _____

Web design: ____

Please use the space provided below to describe any other critical skills not mentioned above:

See below (3 pages)

Facilitation Competencies	
Audience Versatility	Relates to and connects with a variety of audiences/participants. (Examples: teens and college students from a wide range of backgrounds and cultures)
Audio-Visual Mediums	Uses a variety of media (flipcharts, PowerPoint presentations, internet) to enhance learning in the classroom.
Clarity of Presentation	Transmits content (model, topic, data, etc.) in a concise, understandable, and engaging manner.
Climate Management	Accurately assesses mood, energy, and interest level, of participants and is able to bring issues to the surface when necessary to maintain an effective learning environment.
Content Knowledge	Demonstrates a thorough understanding of the content areas presented in the training program.

Credibility	Establishes competence, respect and believability in the eyes of participants.
Genuineness	Conveys authenticity as a person (the absence of arrogance, pretentiousness, superiority or false humility).
Improvisational Capabilities	Adjusts style and content to the needs and interests of the group without sacrificing the designated learning objectives.
Individual Needs Assessment	Assess individual participant needs and attends to them in an appropriate manner.
Making Good Connections	Provides and elicits useful connections between program content, activities, and participants' experiences.
Process Facilitation Skills	Recognizes and elicits learning and insight from experiences occurring in the classroom.

Task Management	Manages time and accomplishes the designed objectives of the program without sacrificing group spontaneity.
Team Member	Works effectively as part of a training team resulting in synergy.
Active Listening	Demonstrates active listening to enhance communication and role model these behaviors
Managing Personal Energy	Employs a range of energy levels to keep the group engaged; manages personal energy to sustain effectiveness
Use of Stories	Uses relevant stories to illustrate and engage
Appropriate Disclosure	Uses appropriate level of personal disclosure to promote participant engagement without losing credibility

*SMU's Graduate Program in Dispute Resolution
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Date:	Organization: GameStop, Inc.
Contact Information	Name & Title: Chuck Smith – VP, Employee Relations/Field HR
	Phone: 817-722-7327
	Email: chucksmith@gamestop.com;JunaMoore@gamestop.com

Project Title (no more than four words):
Employee Relations & Compliance Intern

Project Summary (Intended purpose of the project, desired outcomes, student's role in the project)

- **Conduct investigations and write draft determination letters for cases filed through the Company's Internal Dispute Resolution/Arbitration Program – GameStop C.A.R.E.S., for review by Executive Review Officer and the Legal department.**
- **Conduct research on various labor laws and best practices as necessary to assist organization; Develop a quick reference guide for field management & HR Managers**
- **Assist in other compliance-related and HR Department initiatives (HR Operations, Training & Organizational Development)**
- **Assist in investigating and writing Position Statements for EEOC and other agency claims**

Time-period in which Intern Will be Required:

- **Fall Term: 2013 August 6 – October 12**

Organizational function in which this function will be completed: (Example: The Leadership Development Function within Human Resources)

- **Employee Relations and Compliance**

Address of the site location where the project will be conducted:

**GameStop, Inc. – Store Support Center
625 Westport Parkway
Grapevine, Texas 76051**

Estimated minimum to maximum hours required for the completion of the project:

- **120 hours**

Estimated percentage of those hours that will be conducted on the work site: 80%

This role will require significant partnership on-site to understand current processes and future needs. Will require exposure to key stakeholders; VP of Employee Relations/Field HR-Chuck Smith, HR Directors, In-house and external Legal Counsel, Field HR Managers, Field Management (Regional Directors, District Managers, Store Managers), Corporate Office managers and supervisors, Associates, Other HR Department Executives and HR team members.

What specialized skills are critical to success on this project?

Negotiations

Conflict Management

Executive Coaching

Group Facilitation

Team Building

Change Management

Platform delivery

Project management

Computer skills

- Excel
- Word
- PowerPoint
- Other (please specify)

Training program design

Business writing

Data analysis/analytics

Conducting webinars (knowledge of Meeting Place, for example)

Social Networking

- Facebook
- LinkedIn
- MySpace
- Twitter

HR generalist skills/background (Labor/negotiations background/experience)

Fluency in a Foreign Language: (Please specify) Spanish (Preferred but not required)

Web design:

Please use the space provided below to describe any other critical skills not mentioned above:

- **Research and Analytics** - Able to conduct research and analysis to make appropriate recommendations to leadership.
- **Communication and Influence Management skills** – Able to capture key thoughts and findings to strategically influence leaders in organization.

*SMU's Graduate Program in Dispute Resolution
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Date: June 25, 2013	Organization: Mosaic Sales Solutions
Contact Information	Name & Title: Amy Brashear, Director Organizational Effectiveness
	Phone:972-870-4791
	Email:amy.brashear@mosaic.com

Project Title (no more than four words): Company Orientation Program

Project Summary (Intended purpose of the project, desired outcomes, student's role in the project)

- Improve and expand existing online orientation/learning tools for new U.S. corporate employees
- Student's role:
 - Review and edit story boards for online learning modules
 - Create and develop new learning materials
 - Meet with internal subject matter experts to gather content updates
 - Gather evaluative feedback from employees (create online surveys, facilitate focus groups, interviews, etc.)

Time-period in which Intern Will be Required:

Fall Term August 6 – October 12

Spring Term January 22 – March 28

Organizational function in which this function will be completed: (Example: The Leadership Development Function within Human Resources)

- Learning and Development within HR

Address of the site location where the project will be conducted:

220 E Las Colinas Blvd #300
Irving TX 75039

Estimated minimum to maximum hours required for the completion of the project:

Approximately 200 up to max 250 hours

Estimated percentage of those hours that will be conducted on the work site: ___100%__

What specialized skills are critical to success on this project?

Negotiations ___

Conflict Management ___

Executive Coaching ___

Group Facilitation ___

Team Building ___

Change Management ___

Platform delivery ___

Project management X

Computer skills X

- Excel X

- Word X

- PowerPoint X

- Other (please specify) ___Publisher and Storyline Articulate nice to have, but not required_

Training program design X

Business writing X

Data analysis/analytics ___

Conducting webinars (knowledge of Meeting Place, for example) ___X_ (We use WebEx but can provide training)

Social Networking ___

- Facebook X

- LinkedIn X

- MySpace ___

- Twitter X

HR generalist skills/background ___

Fluency in a Foreign Language: (Please specify) _____

Web design: ___

Please use the space provided below to describe any other critical skills not mentioned above:

