

SMU in Plano

HDDR 6322 Organizational Internships

Independent Study

3 credit hours

This syllabus is intended as a set of guidelines for this course. Both Southern Methodist University and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this class.

Robert Barner, Ph.D., Associate Director, Executive Education

Course Overview

The organizational internship is an opportunity to test and apply academic concepts and related competencies within the areas of mediation, conflict resolution, executive coaching, team building, and organizational consulting at work in real life applications within corporate and often organizational settings. Students gain valuable feedback on their application of concepts and skills both through written and constructive reviews provided by leaders within participating organizations, and through periodic reviews by their internship advisor.

Class Dates/Times

The program runs concurrent with each academic term, with students expected to participate in a minimum of 60 hours of internship over a 10-week term.

Please note that internships vary widely in regard to the number of hours worked on and off worksite.

There is no minimum or maximum number of hours that need to be completed within a given week. This will be decided through joint agreement by the sponsoring organization and the intern. The only requirement is that all 60 hours and accompanying work be completed by the end of each academic term.

At the discretion of the sponsoring employer a portion of the 60 hours may be conducted off-site. Students will be asked to track their internship hours on a weekly basis and to have their designated manager sign off and verify these records.

Students are required to meet with their intern advisor at least twice during their course of study. The first of these meetings is a planning session designed to maximize the student's course of study in the internship. The second session is a critique session in which the intern advisor provides the

student with written and verbal feedback on their completed intern paper, and shares developmental feedback provided by corporate sponsors through use of the *Intern Feedback Form*.

.Required Text

There is no text for this course

Course Learning Objectives

Key Learning Objectives	How Objectives Are Assessed
Students will apply DR competencies (which may include conflict management, dispute resolution, team building, leadership coaching, and/or organizational consulting) to real-world applications within a corporate organizational setting.	Ratings provided by representatives of the sponsoring organizations on the <i>Intern Feedback Form</i> .
<p>Students will assess an organizational issue that requires the application of DR competencies, to identify one of the following:</p> <ul style="list-style-type: none"> • Potential improvement areas to organizational opportunities • Underlying causes of organizational problems or issues 	Ratings provided by representatives of the sponsoring organizations on the <i>Intern Feedback Form</i> .
Students will synthesize findings from this assessment into a set of written recommendations for action by the organization.	Ratings provided by representatives of the sponsoring organizations on the <i>Intern Feedback Form</i> .
Students will perform a self-assessment of their learning from the internship experience.	Review of the student’s final written intern project.

Program Structure:

- All internships are unpaid. Students will be expected to cover their own travel costs to and from employer site locations.

- Upon the completion of a student's internship assignment the DR faculty member who serves as the student's manager will complete a brief *Intern Feedback Form* as a means of providing information on the student's learning and accomplishments within the internship assignment. This information will be shared with each student for developmental planning.
- Upon successful completion of their internship assignments students will receive 3 hours of graduate credit.
- The preliminary screening of student internship placements will be conducted by DR faculty. The final selection of project assignments and the final decision regarding internship placements will be the responsibility of the employer.
- A student may apply for up to three internship assignments per term, although each student is limited to only one internship placement throughout the duration of their DR program. These guidelines are intended to insure an equitable distribution of internships for all interested students. Students wishing to apply for more than one internship will be required to indicate their priorities regarding respective assignments.
- Should a sponsoring organization determine it does not wish to proceed with an assignment for any reason, including unsatisfactory performance on the part of the student, that organization will be asked to immediately notify the designated DR faculty member and the assignment will be terminated.

Application Criteria

The program is limited to current Masters students within the SMU's Master of Arts in Dispute Resolution Program. Program alumni or certificate students are not eligible. To be eligible to participate in an internship participants must:

- Have completed at least 21 hours in the DR program. First preference will be given to those students who have completed more than 35 hours and who are closer to graduation.
- Be willing to travel to the employer site at their own expense.
- Provide a copy of their current auto insurance to confirm auto liability coverage.
- Be willing to participate in the internship during the sponsoring employer's normal working hours.
- Have maintained a satisfactory GPA average in the program
- Be willing, upon the sponsoring employer's request, to travel to the employer's work site for a preliminary interview during the stipulated interview time-frame.

Grading

The course evaluation process is as follows:

50% of the final grade will be based the faculty's evaluation of the student's final written paper describing their intern project. This paper should be approximately 10 – 15 pages in length. The paper should address the specific project that the student addressed within his/her internship. The purpose of this paper is to indicate that the student can both apply academic knowledge and related competencies to a professional, corporate / organizational setting, and that the student can engage in in-depth self-reflection regarding what was learned in the internship experience. The components that should be included in the paper are provided in the scoring rubric provided in this syllabus.

50% of the final grade will be based on the total rating scores provided by the internship sponsoring organization through use of an online Intern Feedback Form, the template of which is included in this syllabus. This form provides a means for students to gain information on how they performed within the internship from multiple organizational stakeholders, and the degree to which they met the goals and standards set by the sponsoring organization.

Important Note Regarding the Grading Policy for Papers and Projects: All papers and projects are due by the last day of the academic term. No papers or projects will be accepted more than 2 weeks past the specified due dates. Papers or projects that are submitted after this time-period will result in a permanent grade of "F".

Grading Scale

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

ACADEMIC POLICIES

HONOR CODE

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

RELIGIOUS OBSERVENCES)

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

DISABILITIES ACCOMMODATIONS

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.) Disability Accommodations:

ADD/DROP POLICY

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you*

SMU EMERGENCY PREPAREDNESS

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.

3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Optional (or you may want to include the information in the last two paragraphs)

GRADE OF INCOMPLETE

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Grading Rubric – Intern Paper			
Style & Format	1-3 Points	4 -7 Points	8 -10 Points
This section counts as 10% of the total grade for this assignment.	The paper contains several spelling and grammatical errors and is sloppily formatted. (The date, course title, instructor's name, or student's name. are missing from the title page)	The paper contains a few spelling or grammatical errors and is properly formatted.	The paper contains no spelling and grammatical errors and is properly formatted.

Organizational Background (1-2 Pages)	1-3 Points	4 -7 Points	8 -10 Points
<p>This section provides relevant background information on the organization in which the student is working</p> <p>This section counts as 10% of the total grade for this assignment.</p>	The paper contains few relevant details on the organizational setting and its impact on the assignment.	The paper contains relevant details on the organizational setting and its impact on the assignment.	The paper goes beyond a description of the overall organization, to include a description of the department and organizational structure to which the student was assigned
Presented Challenge (2-4 pages)	1-7 Points	8 -14 Points	15 -20 Points
<p>This section describes both the challenges and opportunities that were associated with the completion of the intern project</p> <p>This section counts as 20% of the total grade for this assignment.</p>	The paper includes only a cursory review of related challenges and opportunities.	The paper includes some details regarding related challenges and opportunities.	The paper includes extensive details regarding related challenges and opportunities.
Approach/Method (3-5 pages)	1-7 Points	8 -14 Points	15 -20 Points
<p>This section describes the approaches and methods the student used to address the organizational challenge to which they were assigned.</p> <p>This section counts as 20% of the total grade for</p>			

<p>this assignment.</p>			
<p>Outcomes: (2 – 4 pages)</p>	<p>1-7 Points</p>	<p>8 -14 Points</p>	<p>15 -20 Points</p>
<p>This section describes the project outcomes</p> <p>This section counts as 20% of the total grade for this assignment.</p>	<p>The project failed to meet stated outcomes, or those outcomes were either not detailed, or were not substantiated by metrics outlines within the paper.</p>	<p>The project was moderately successful in meeting its outcomes, as substantiated within the paper.</p>	<p>"The project was highly successful in meeting its outcomes, as substantiated within the paper.</p>
<p>Personal Learning (2-4 pages)</p>	<p>1-7 Points</p>	<p>8 -14 Points</p>	<p>15 -20 Points</p>
<p>This section is a personal reflection regarding what the student took away from the intern experience</p> <p>This section counts as 20% of the total grade for this assignment</p>	<p>The student demonstrates a low degree of self-reflection and learning, as described within the learning paper. The student makes global and vague references to personal strengths and weaknesses in such areas as communications and project planning, or fails to provide a reflective self-assessment as part of the learning paper.</p> <p>The student neglects to obtain performance feedback from their organizational sponsor.</p>	<p>The student demonstrates a moderate degree of self-reflection and learning, as described within the learning paper. The student provides a brief reference to personal strengths and weaknesses in such areas as communications and project planning, but may neglect to discuss the impact of those strengths and learnings may have had on the project outcomes. The student takes opportunities to obtain performance feedback by the program sponsor, but fails to incorporate this feedback into their self-assessment.</p>	<p>The student demonstrates a high degree of self-reflection and learning, as described within the learning paper. The student provides detailed observations regarding personal strengths and weaknesses in such areas as communications and project planning, and carefully assesses the impact those strengths and learnings may have contributed to the project outcomes. The student also incorporates feedback provided by the sponsor into their self-assessment. The student suggests ways for strengthening future performance, based on these learnings.</p>
<p>Examples of Information Pertaining to Organizational Background:</p>			

Relevant details would include the size, complexity and sector (nonprofit, large corporate, educational, etc.) of the organizational setting, whether the internship took place at a corporate or field office, and whether the project involved direct interface with organizational executives, line managers, and/or collective bargaining agencies.

Examples of Presented Problems:

If you were working with an employee engagement issue it would be helpful to know what the company was hoping to take away from your work in this area. Why were they undertaking an employee engagement project? Examples would include improvement on retention issues; desire to drive performance; integration issues developing out of a merger. Was this the first time that this project was underway? If so, what are the long-term goals for this project? If the current project a revision or makeover of a prior project? If so, what has changed?

Examples of Project Challenges:

The project had application to employee engagement across the organization

The project was the first of its kind attempted by the organization

The project required the participation and support of traditionally adversarial groups, such as management and unions

The project required the consolidation of information across many diverse sources

Examples of Approaches/methods:

What activities preceded yours? For example, in the employee engagement example noted above, it may have been that the company implemented a company-wide survey, performed a preliminary analysis, and then you stepped in to support running focus groups or performing the second-stage analysis of data.

What methods did you use? Surveys, focus groups, database management, interviews? What did you have to learn in order to do this? What stakeholder groups did you work with? Who reviewed your project steps? How did you monitor or measure your results?

Examples of Project Outcomes:

- A series of recommendations regarding reducing organizational conflicts between first-line managers and employees was presented to the organization's senior executives
- A database showing employee concerns related to work engagement issues was created using data from 20% of the employee population, with a written summary and analysis provided to senior management
- A 4-hour course on conflict management was designed for non-managerial employees and piloted with a group of 20 representative employees. Attendees reported an overall satisfaction rate of 95% with the stated course outcomes.

Examples of Personal Learning:

- Learned to apply the skill of conflict management within a team-based project setting
- Learned to adapt one's communication style when presenting to senior-level executive
- Learned to consolidate data to identify key themes and conclusions, in delivering recommendations to senior managers
- Note: When describing what you learned from the internship experience you should also specify the steps you took to validate that learning; such as requesting verbal or written feedback from you organizational sponsor

Grading Rubric: Intern Feedback Form

This form is completed online by organizational managers who have been assigned to mentor, oversee, and provide developmental feedback to interns of the DR program. Each of the seven rating items is worth up to 15 points for a total of 100 points. Scoring values are as follows:

Relations with Others – 13 points

Judgment – 12 points

Ability to Learn – 15 points

Attitude about Work – 15 points

Dependability – 10 points

Attendance – 10 points

Punctuality – 10 points

Quality of Work – 15 points

SMU Center for Dispute Resolution Internship Program

Supervisor's Evaluation

Return to the Jessica Lunce at jlunce@smu.edu or Fax 972-473-3441

Student _____ Supervisor _____ Company: _____

Check the Appropriate Ratings:

Relations with Others

Exceptionally well accepted Works well with others Gets along satisfactory

Difficulty in working with others Works poorly with others

Judgment

Exceptionally mature Above average in making decisions Usually makes the right decision

Often uses poor judgment Consistently uses bad judgment

Ability to Learn

Learns very quickly Average in learning Rather slow to learn Very slow to learn

Attitude about Work

Outstanding enthusiasm Very interested and industrious Average in diligence and interest

Somewhat difficult Definitely not interested

Dependability

Completely dependable Usually dependable Sometimes neglectful or careless Unreliable

Attendance

Regular

Irregular

Punctuality

Regular

Irregular

Quality of Work

Excellent

Very Good

Average

Below Average

Very poor

What developments have you observed in the student's skills, knowledge, personal, and professional performance?

Are there college courses that you would recommend for a student doing an internship like this?

Would you host another student in the future? What changes would you suggest based on your experience?

Any additional comments?

Thank you for your help in completing this survey.

Sincerely,

SMU Center for Dispute Resolution & Conflict Management

5228 N Tennyson Parkway Suit 118

Plano, Texas 75024

972-473-3471

Grading Rubric: Intern Feedback Form

This form is completed online by organizational managers who have been assigned to mentor, oversee, and provide developmental feedback to interns of the DR program. Each of the ten survey items is worth up to 10 points for a total of 100 points. Scoring values are as follows:

Agree: 10 points

Somewhat Agree: 8 points

Neither Agree or Disagree: 6 points

Somewhat Disagree: 4 points

Do Not Agree: 2 points

1. The student performed tasks in a timely manner.
2. The student was punctual and arrived for meetings, presentations, or the agreed start time.
3. The student could be relied upon to meet work commitments, project milestones and respond to emails in a timely manner.
4. The student was able to learn the job, and display a willingness to learn more about the sponsoring organization and function.
5. The student met the expectations and achieved the desired results for the assigned project.
6. The student displayed professionalism in their attire, employee interactions and communication skills.
7. The student was effective in listening and processing information.
8. The student's written communication was clear and easy to understand.
9. The students organizational and project management skills were effective.
10. The student was effective at networking and building professional work relationships.