Career Design Lab

SUMA PS5995: Internship In SUMA
Asynchronous
3 credits
Elective

Instructor:	TBD
Office Hours:	TBD
Response Policy:	TBD

Course Overview

The Internship in Industry course is an elective course taken by students in the M.S. in Applied Analytics, Construction Administration, Enterprise Risk Management, Human Capital Management, Sustainability Science, Sustainability Management, Technology Management, and/or Nonprofit Management.

Most people are passionate about many different things, and the SPS Career Design Lab believes the only way to know what you really want to do is to prototype some potential lives, try them out, and see what you really like. This course uses reflection and targeted readings plus career and life design principles to help you complete a successful internship.

The ideal internship will provide you an opportunity to gain tangible and practical knowledge in your chosen field by taking on a position in a real working environment that is closely aligned with your coursework and professional interests. The course readings, individual and peer-to-peer assignments, online discussions, and reflective exercises are designed to augment and optimize your internship experience. You will gain exposure to a range of professional practices and roles through discussion of work-related experiences with your peers and instructor.

There will be numerous opportunities for you to connect and interact with your instructor and with your peers. It is important for you to keep pace with the course, and this will require conscious and efficient time management on your part.

Before registering for this course, you must have completed the Experiential Learning Module in SPS Talent and get approval from your advisor and faculty. You will need to have your offer letter from the employer (which includes all the required six elements) as well as your completed and signed CPT Request form. You are also required to provide your internship supervisor's name and contact (this may be different from the recruiter that helped you onboard). To receive instructor approval, the internship:

- Must provide an opportunity for you to apply course concepts, either at the organizational or team level
- Must fit into your planned future program-related career path

You must identify your own internship opportunities. Your internship must involve a commitment to completing a minimum of 210 hours over the semester.

At the end of your course, you will submit an evaluation form in the Experiential Learning Module

Learning Objectives

This course is structured around your internship. You can expect that after completing this course, you will be able to:

- LO1: Discuss the application of program content and theory in a professional context
- LO2: Examine the culture of an organization and assess your cultural fit. Identify how various stakeholders (clients, internal teams, leadership) impact the culture.
- LO3: Assess personal skills and professional competencies and build a plan to begin to improve them
- LO4: Understand the components of effective feedback to apply and receive it in the workplace
- LO5: Make recommendations for the types of behaviors, structure, and culture you would want to see in a future workplace setting

Readings

All readings except for the course textbook will be linked and/or available for download. If you have any issues, please contact your instructor.

Required Textbook

- Duckworth, A. (2016). *Grit: the power of passion and perseverance.* New York, NY: Scribner.

Harvard Business Review Course Pack:

Required Readings

- Design Thinking 101 (generate citation to match others) (~7 pages)
- Bankins, S., & Formosa, P. (2023). The ethical implications of artificial intelligence (AI) for meaningful work. *Journal of Business Ethics*, 1-16. (16 pages)
- Banaji, M. R., Bazerman, M. H., & Chugh, D. (2004). How (un) ethical are you?. Harvard Business Review. (10 pages)
- Burnett, B., & Evans, D. (2016). Design Your Lives. In (Eds.), *Designing your life: How to build a well-lived, joyful life (*pp.7 - 22) *introduction to design thinking* (pp. 87-105). *prototyping* New York, NY: Alfred A. (45 pages)
- Cameron, K.S. and Quinn, R.E. (2006). "The competing value framework" in *Diagnosing and changing organizational culture* (31-61). San Francisco, CA: Jossey-Bass. (31 pages)
- Christensen, C.M. (2010). How will you measure your life? Harvard Business Review. (30 pages)
- Drucker, P. (2005). Managing Oneself. Harvard Business Review. (55 pages)
- Eurich, T. (2018, May 31). The right way to respond to negative feedback. Harvard Business Review. (4 pages)
- Garsten C, Hermes (2008), Ethical Dilemmas in Management - Chapter 8, Thoughts and second thoughts about Enron ethics Ronald R. Sims and Johannes Brinkmann (14 pages)
- Hurt, K., & Dye, D. (2021). How to provide more meaningful performance feedback. (12 pages)
- Koloc, Nathaniel (2013, August 5). Build a career worth having. Harvard Business Review. (3 pages)
- Lemoine, J (2014), What a Difference a Word Makes: Understanding threats to Performance in a VUCA World, Indiana, Elsevier (7 pages)
- Lee, C.D. (2018). *Viewpoint. Feedback, feedforward and frequency for 21st century performance*

management. (Links to an external site.) (2 pages)
- Nawaz, S. (2017, October 31). Get the actionable feedback you need to get promoted. Harvard Business Review. Retrieved from https://hbr.org/2017/10/get-the-actionable-feedback-you-need-to-get-promoted (3 pages)
- Pohle, A. (2021, May 11). 18 Résumé Writing Tips to Help You Stand Out. (5 pages)
- Ryba, K. (2020). Employee feedback: what it is and how to make the most of it. (6 pages)
- Seppala, E. (2017, January 20). *When giving critical feedback, focus on your nonverbal cues.* Harvard Business Review. (3 pages)
- UNMC. (2019). Microaggression tool kit (8 pages)
- Wilson, R. (2023, May 31). Should You Use ChatGPT to Write a Resume? (5 pages)

Recommended Readings and Resources:

- Columbia University School of Professional Studies (2022). *SPS Equity Language Guide.* https://sps.columbia.edu/sites/default/files/2022-02/Columbia%20SPS%20Equity%20Language%20Guide%20RED.pdf
- Lindzon, J. (2018, December 21). Follow these 5 steps to future-proof your career. Fast Company. Retrieved from https://www.fastcom (3 pages)
- Knight, R. (2017, November 21). How to tell if a company's culture is right for you. Harvard Business Review. Retrieved from https://hbr.org/2017/11/how-to-tell-if-a-companys-culture-is-right-for-you (4 pages)

Assignments and Assessments

Most people are passionate about many different things, and the SPS Career Design Lab believes the only way to know what you really want to do is to prototype some potential lives, try them out, and see what you really like. This course uses reflection and targeted readings plus career and life design principles to help you complete a successful internship. The readings, individual and peer-to-peer assignments, online discussions, and reflective exercises are designed to augment and optimize your internship experience. You will gain exposure to a range of professional practices and roles through discussion of work-related experiences with your peers and instructor.

This course is designed as a 3-credit elective graduate-level course. Students must complete all required readings, assignments, discussions, and other requirements.

1. Assignments (50%, LO1, LO2, LO3, LO4)

The assignments are designed to provide an opportunity for learning about key career, professional, and workplace concepts, with the ultimate goal of helping you apply what you learn to your internship experience and to your own career development. You will be evaluated on the extent to which your submissions demonstrate that you are able to: 1) understand, synthesize, and integrate course concepts into your internship experience; 2) receive and apply feedback; 3) gain insights into U.S. workplace culture and leverage them to enhance and build upon your internship experience, and 4) reflect on your internship experience in the context of course concepts in order to advance your career goals. These assignments include:

- SMART Goals Worksheet
- Life Grid Reflection
- Trajectory Map and Reflection
- Energy Map

- GRIT Reflection
- VUCA Diagram and Framework
- Ethical Dilemma
- Role Play: Practicing Feedback
- I.N.S.P.I.R.E Feedback and Delivery
- DiSC Assessment and Reflection
- Resume Rewrite
- H.E.A.R Feedback

Each assignment sets the stage for a discussion forum and is intended as a "deep dive" into the assigned topic.

2. Discussions (40%, LO1, LO2, LO3, LO4)

There will be ten discussions throughout the semester. The discussions (up to 500 words) are designed as a formal place for you to process, analyze and critique your own internship experience, as well as that of your peers. You will be evaluated on the extent to which your posts and participation in the discussion demonstrate that you are learning from your experience. Your posts should provide evidence that you have been a careful observer during your experiences and have given considerable thought to the meaning of those experiences for you as a career professional. Reflection should articulate the connections you are making between your internship experience and online discussions, assigned readings, course concepts, prior experiences--and those of your peers.

3. Quizzes (10%, LO1, LO2, LO3, LO4)

Each week, there will be a short quiz accompanying the video lecture. The quizzes consist of multiple-choice questions and/or short answer questions that check your understanding of the content discussed in the lecture.

4. Internship Employer Evaluation (Non-graded)

Each student should seek feedback from his/her supervisor on an ongoing basis. A formal evaluation process will occur at the end of the semester. The form for this evaluation is available in the last course module and should be completed by the site supervisor by the end of the semester. The instructor may contact your employer about your performance as an intern at any time during the internship, or after the internship, for further feedback.

5. Career Outcomes Survey (strongly encouraged)

The School of Professional Studies takes great effort to know where its students take their careers. Career outcomes data gives direction that enhances the school, inspires present and future students, and ultimately strengthens the value of Columbia SPS credentials. Please take this survey to help the Career Design Lab understand your career successes.

Grading
The final grade will be calculated as described below:

FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %

A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

Assignment/Assessment	% Weight	Individual or Group/Team Grade
1. Assignments	50	Individual
2. Discussions	40	Individual
3. Quizzes	10	Individual

Course Schedule/Course Calendar

Module/Week

Module/Week & Topic with specific dates	Topic	Readings	Activities/Assignments for this module
Module 1	Course Introduction and Smart Goals - Goal setting for your internship	Required Reading: • [SMART Goals Guide](#)	Introduction of Course video Introduction to class via discussion or Meme Participate in the "Getting to Know You Discussion" forum Submit SMART goals assignment Submit signed internship application

Module 2	Design Thinking Part I- Reflect on the past and assess the present	Required Readings: - Design Thinking 101 (Part 1) - Burnett, B., & Evans, D. (2016). Design Your Lives. In (Eds.), *Designing your life: How to build a well-lived, joyful life (*pp.7 - 22*) introduction to design thinking (*pp. 87-105*). prototyping* New York, NY: Alfred A. Knopf.	Watch Video Lecture Submit Life Grid Participate in the discussion forum Take quiz
Module 3	GRIT - Power of Perseverance	Required Readings: Read Chapters 1-3 of *GRIT the Power of Passion and Perseverance* (This book is required reading and must be purchased to complete the assignment.)	Watch Video Lecture Submit GRIT Discussion Take quiz
Module 4	Volatility, Uncertainty Complexity Ambiguity	Required Reading: Lemoine, J (2014), What a Difference a Word Makes: Understanding threats to Performance in a VUCA World, Indiana, Elsevier	Watch Video Lecture Mero Board VUCA Reflection Take quiz
Module 5	DiSC - Understanding Communication styles and leverage them effectively		Watch Video Lecture Take the DiSC assessment. Read your report Share your Dominant letter and engage in discussion of your communication style Take quiz

Module 6	Culture Fit - Describe your organization's culture and assess your cultural fit	Required Readings: ● Competing Values Framework (chapter 3) in Cameron and Quinn's *Diagnosing and Changing Organizational Culture* Cameron & Quinn - Diagnosing and Changing Organizational Culture (1).pdf Recommended Reading: ● Knight, R. (2017, November 21). How to tell if a company's culture is right for you. Harvard Business Review. Retrieved from https://hbr.org/2017/11/how-to-tell-if-a-companys-culture-is-right-for-you	- 8
Module 7	Ethics- Ethical implications associated with the use of AI in the workplace	Required Reading: ● Bankins, S., & Formosa, P. (2023). The ethical implications of artificial intelligence (AI) for meaningful work. *Journal of Business Ethics*, 1-16.	Watch video Complete discussion take quiz
Module 8	Feedback & Feedforward- Understand the components of effective feedback to apply and receive it in the workplace	Required Readings: ● Eurich, T. (2018, May 31). The right way to respond to negative feedback. *Harvard Business Review.* Retrieved from https://hbr.org/2018/05/the-right-way-to-respond-to-negative-feedback. ● Lee, C.D. (2018). Viewpoint. Feedback, feedforward and frequency for 21st century performance management. ● Nawaz, S. (2017, October 31). Get the actionable feedback you need to get promoted. Harvard Business Review. Retrieved from	Role Play- Practicing Feedback - with a classmate. Submit video Feedback discussion board Quiz

		https://hbr.org/2017/10/get-the-actionable-feedback-you-need-to-get-promoted ● I.N.S.P. I.R. E. Feedback Delivery Model. (Hurt, K., & Dye, D. (2021). How to provide more meaningful performance feedback.) ● H.E.A.R. Feedback Receiving Model (Ryba, K. (2020). Employee feedback: what it is and how to make the most of it.) ● Seppala, E. (2017, January 20). *When giving critical feedback, focus on your nonverbal cues.* Harvard Business Review.	
Module 9	DEIA & Microaggression	Required Readings: ● Banaji, M. R., Bazerman, M. H., & Chugh, D. (2004). How (un) ethical are you?. Harvard Business Review. ● Microaggression tool kit	IAT test (optional) Watch video Submit reflection on case studies take quiz
Module 10	Design Thinking Part 2- Prototyping your future	Required Readings: ● Koloc, Nathaniel (2013, August 5). Build a career worth having. Harvard Business Review. ● Drucker, P. (2005). Managing Oneself. Harvard Business Review. ● Christensen, C.M. (2010). How will you measure your life? Harvard Business Review.	Video Complete Trajectory Map Submit reflection in discussion board Quiz
Module 11	Effective Resume Writing- Adding your internship experience using the STAR Method	Required Reading: ● Pohle, A. (2021, May 11). 18 Résumé Writing Tips to Help You Stand Out. Wilson, R. (2023, May 31). Should You Use ChatGPT to Write a Resume?	Video Use the STAR Method to draft at least 4 bullet points from your internship experience that you plan to add to your resume.
Module 12	Final Reflection	Recommended Reading: ● Lindzon, J. (2018, December 21). Follow these 5 steps to future-proof your career. Fast Company.	Final Reflection Paper Final evals

		Retrieved from https://www.fastcomLinks to an external site.	

Course Policies

Participation This course requires active participation in online discussions and engagement with course materials. . You're expected to complete the required readings, participate in all learning activities, and contribute thoughtfully and regularly in discussion forums. Quality matters more than quantity. Contributions may include personal observations, relevant examples, critical questions, or statements integrating key concepts into the discussion. Being 'present' in class allows you to reflect on your own particular internship situation and how you might adapt others' experiences to suit yours.

Late work

All assignments and reflections should be submitted in Canvas. There will be no credit granted to any assignment that is not submitted on the due date noted in the course syllabus; late assignments are permitted only with advance notice and permission from the instructor.

Citation & Submission
All written assignments must use APA citation format (APA), cite sources, and be submitted to the course website (not via email).]

Issues with your Internship

The instructor will check in with your internship supervisor from time to time. If there is a problem, the student is responsible for telling his/her instructor so that the instructor can try to work out a solution with the supervisor. If the student is uncomfortable with anything happening in the workplace, please notify your instructor as soon as possible.

Privacy Policy

Any information shared in class sessions by students must be respected as potentially confidential and respected as such.

School and University Policies and Resources

Copyright Policy
Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

> The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose

other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Academic Integrity

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at https://sps.columbia.edu/students/student-support/academic-integrity-community-standards. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Accessibility

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: https://health.columbia.edu/services/ods/support.

Class Recordings

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

SPS Academic Resources

The Office of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: https://sps.columbia.edu/students/student-support/student-support-resources.

Columbia University Information Technology

Columbia University Information Technology (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty and staff may access University-provided and discounted software downloads.

Columbia University Library

Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online.

The Writing Center

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit http://www.college.columbia.edu/core/uwp/writing-center.

Career Design Lab

The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to https://careerdesignlab.sps.columbia.edu/

Netiquette

Online sessions in this course will be offered through Zoom, accessible through Canvas. A reliable Internet connection and functioning webcam and microphone are required. It is your responsibility to resolve any known technical issues prior to class. Your webcam should remain turned on for the duration of each class, and you should expect to be present the entire time. Avoid distractions and maintain professional etiquette.

Please note: Instructors may use Canvas or Zoom analytics in evaluating your online participation.

More guidance can be found at https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Netiquette is a way of defining professionalism for collaborations and communication that take place in online environments. Here are some Student Guidelines for this class:

- Avoid using offensive language or language that is not appropriate for a professional setting.
- Do not criticize or mock someone's abilities or skills.
- Communicate in a way that is clear, accurate and easy for others to understand.
- Balance collegiality with academic honesty.
- Keep an open-mind and be willing to express your opinion.
- Reflect on your statements and how they might impact others.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.