**Duke University
Master of Engineering Management Program**

**EGRMGMT 551: Internship Assessment
Fall 2024 Course Syllabus**

***Note: You must be in your final semester of MEM to take 551***

**1. Contact Information and Office Hours**

Instructor: John Allessio

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Office Hours: By appointment

**2. Course Purpose and Description**

The purpose of this course is for you to learn how to tell your story by reflecting on your experiences from your personal background, your time here in MEM, and your internship and tying them together into a story that will help someone, such as a job interviewer, understand why what you did mattered to the organization and to yourself. This will give you experience in creating a story and in reflecting on your experiences, two skills that will help you as you advance through your career.

We are wired as humans to communicate through story. Stories allow us to make an emotional connection, to remember things better, to connect the conscious and the unconscious, to give meaning to lives and events, and to connect with people much more effectively. If you want someone to consider you for a job, listen to your idea, understand why what you’re doing matters, you need to be able to tell them a story. Storytellers move us forward.

If you own or lead an organization, one of your biggest responsibilities is building and maintaining your culture because culture is the heart and soul of an organization. Culture is critical to the success of organizations and stories are the currency of culture.

As you move through your career, it's important to stop and reflect after you've completed something that is meaningful to the organization and/or you. Being able to create a story about why it matters will help you relate it to others in a way that resonates with them, which can help you advance, connect, and recognize patterns that may lead to you honing in on your purpose/passion. If you want to make an impact, you need to be able to tell stories to make emotional connections.

You are going to start right now by creating a story that ties together your personal background, MEM experience and internship experience. This will help you get practice in creating stories and you will be able to use your personal story in interviews and networking situations.

You will present your story in a 10-minute presentation to 7 of your peers, who will evaluate you along with the course instructor. We generally have other audience members who attend to hear student stories. Five students who are evaluated as awesome storytellers will present at the Friday seminar at the end of the semester.

**3. Course Prerequisites**

You must be in your final semester of MEM to take 551. Students in this course should have completed or be in the process of completing an internship that meets the requirements for EGRMGMT 550:

* A project or equivalent work experience ideally including:
	+ Interaction with a variety of people within or external to your organization or company
	+ Guidance and input from a supervisor
* Analysis and resolution of a technical problem or challenge
* Provides opportunities for students to reflect on organizational communication and processes
* Provides opportunities for students to receive both on-going feedback as well as a more formal end-of-experience evaluation
* At least 8 weeks long (generally spanning 8-12 weeks in duration) or 320 hours in duration
* Completed after your Bachelor's Degree

Note: students are responsible for finding and coordinating their own internships considering the course requirements outlined above. The Internship can be with an established company, university, research lab, governmental or non-profit agency, etc.

Any questions regarding internship/work experience compliance with EGRMGMT550 requirements should be addressed with that course instructor.

**4. Learning Objectives**

* Content
	+ Understand how to reflect on past experience, see patterns, create themes, and make the results relevant to you and others
	+ Understand basic story structure and how to use story to connect with others
	+ Combine your personal background, MEM experience, and internship experience into a story that provides insights to your audience
	+ Articulate internship goals/results as part of your story
	+ Demonstrate self-awareness and self-assessment skills as part of your story
	+ Specify and justify insights; e.g., different management styles, work culture, game-changing moments
	+ Apply insights to professional/career planning
* Communications
	+ Deliver effective professional oral presentations
	+ Provide constructive professional feedback
	+ Tell engaging stories that provide emotional connections to others—the way humans fundamentally communicate

**5. Course Requirements and Grading**

The course will be graded on a credit/no credit basis. Students must complete each of the following 4 mandatory course components with a grade of 100 points each to receive a 'credit' grade:

1. **Attend Kickoff Class or Take the Course Requirements Quiz** (in Canvas) **after watching the class recording**. Note that you may only take the quiz if you have a valid excuse for not attending the Kickoff Class and email the instructor prior to the class.
2. **Story Outline** (MS Word)
3. **Partial Internship Presentation Draft** (MS PowerPoint)
4. **Internship Presentation and Q&A** (MS PowerPoint; one evening in person). You are welcome to attend other student presentations if you wish.

The course assignments will be submitted using Canvas. Please attach in the pertinent assignment section.

The rubric included in section 13 of this document will be used to assess the content of your internship presentation. During the presentation session, fellow student presenters and the instructor will use an online form to provide feedback to the presenter. This feedback will be provided in the Instructor Comments section of the Presentation assignment in Canvas.

**6. Story Outline**

The purpose of this assignment is to get you started and help you form an outline for your story. Your story should start with your personal background, move through your MEM experience and your internship, and finish with what you’ve learned and where you are headed next. The Story Outline is a short assignment in terms of length (one page); however, you should plan on producing it over several days to give yourself time to reflect properly.

In this assignment you will reflect on moments during your life until now and capture 3 to 5 from your personal background, 2 or 3 from your MEM experience and 2 or 3 from your internship. You will use these to help you build the structure of your story, which you will outline in this assignment. You will use your outline from this assignment in your presentation.

**7. Partial Internship Presentation Draft**

To aid in sketching out your narrative and slide design, we’ve provided a template for you to create 3 to 4 slides providing Title, Introduction, and Wrap Up. This will allow the instructor to provide feedback on the preparation and design stages in developing a presentation. For more information, see the Partial Presentation Draft Assignment Template found in the Canvas Partial Presentation Draft assignment.

**8. Internship Presentation and Q&A**

Use the template provided in the assignment to develop your complete Internship Presentation, using your partial draft as the starting point. The Internship Presentation should last no more than 15 minutes total (10 minutes for presenting with an additional 5 minutes allocated for questions and informal feedback to the presenter). The audience will be the instructor and up to 7 other students giving their presentations during the same session. All attending the session will be encouraged to ask the presenter questions during the Q&A to facilitate professional interchange and feedback. The instructor and the fellow students in the audience will provide feedback on the presentation using an online form and referring to a rubric found in section 13 of this syllabus. For more information, see the Presentation Template document found in the Canvas Internship Presentation assignment.

Presentation meeting dates, times and locations will be posted in Canvas and students will sign up for a particular day and session to make their presentation tool on the class site.

All Internship presentation documents (e.g., PowerPoint and any other supporting files) should be submitted via the Canvas Presentation assignment section on the day before the presentation session to the instructor. At that time, you should advise the instructor if audio/video support is needed for audio or video clips. All presentations will be pre-loaded onto the instructor’s laptop to minimize disruptive changes during the session.

Five students who are rated by their peers and the instructor as being excellent storytellers will have the opportunity to present their stories at the Friday seminar at the end of the semester.

**11. Academic Integrity and Course Etiquette**

Students are expected to follow the Duke Community Standard. Course documents and communications should be in accordance with the Standard. Please be sure to:

* Submit assignments on time electronically via Canvas
* Honor all appointments for reviews, presentations, or other meetings advising the instructor or others involved in the course well beforehand via telephone or email if you cannot attend for any reason. Treat everyone you work with as you would a professional colleague or customer at work.
* Treat this class and the deliverables as you would a professional assignment in your career

**MEM Policy Regarding Class Attendance**

MEM’s policy is that campus students are expected to attend class regularly and **in person,** adhering to Duke’s Academic Calendar. Attending MEM classes is mandatory. MEM follows the Graduate dates within the calendar when applicable.

It is especially important that students attend the first day and the last day of class for **all** courses in which they are enrolled. Unless and until **all** coursework and examinations (whether comprehensive final exams, quizzes, or otherwise) have been completed for **all** courses in which a student is enrolled, a student is expected to remain at Duke **in person** through the end of final exam week as set forth on Duke’s Academic Calendar.

In their first classes, faculty set course goals and standards, frame the course’s subject matter, form student teams and begin to create the class community.

At the conclusion of the first class of each course, the faculty will report any unexcused absences to the MEM program administration. Thereafter, such students shall be dropped from the course. If students miss the first classes of the semester, they detract from their own educational experience and undermine that of their classmates. Furthermore, they create additional work for the professors and TAs.

Responsibility for regular and punctual class attendance rests with individual students. The course faculty shall refer a student to MEM’s administrators in the event of excessive absences.

A student seeking an “excused” absence must work directly with her or his course faculty and must initiate the request in advance and as soon as possible. A student may be excused from attendance due to truly extenuating circumstances such as significant illness, personal/family emergency, or important religious observance.

Whether an absence is excused or not, a student will be held fully accountable for any in-class graded participation or assignments an absence caused the student to miss.

**12. EGRMGMT551 Course and Assignment Schedule**

The Internship Assessment course will be governed by the following calendar:

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| --- | --- | --- |
| **Assignment** | **Date Due** | **Comments** |
| Classes begin | Monday, August 26 |  |
| **Kickoff Class\*** | Thursday, August 297:15 pm – 9:15 pm Schiciano Auditorium | The only class of the semester with all students. The instructor presents course overview and answers any questions about EGRMGMT 551. |
| **Course Requirements Quiz \*** | By Wednesday, September 4 | Watch the class recording. See Canvas to take quiz. Must get all 20 multiple choice questions correct. **Per departmental policy, you must provide an approved excuse well in advance of the Kickoff class to take the quiz.** |
| **Story Outline** | Monday, September 9 | One page (**requires reflection over several days to produce**). |
| **Partial Presentation Draft** | Monday, September 23 | Refer to template for a PowerPoint draft of Title, Introduction, and Wrap up slides. |
| Fall Break | October 11 to October 15 | Classes resume Wednesday, October 16 |
| **Internship Presentations** | October 16 – November 14(Tuesday. and Thursday evenings, 7:00pm – 9:15pm)Hudson 216 | Refer to PowerPoint template. Sign-up for a presentation slot via the instructions posted in Sakai. Eight presentations per session and they will be video recorded. |
| **Internship Assessment Presentation Showcase** | Friday, November 22, 12:00-1:00 pm | Five fabulous presentations given during the Friday Seminar. |

\* You may attend the Kickoff class **or** take the quiz to complete one assignment credit. ***You may only use the quiz option if you have a valid excuse (see MEM Policy above) for missing the Kickoff Class, which you email to the instructor before class.******If you take the quiz, you must also watch the class recording.***

**13. Internship Assessment Rubric**

The following rubric will be used to assess the Internship Presentation:

**Levels of Achievement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1****Novice** | **2****Proficient** | **3****Distinguished** | **4** **Expert** |
| **Internship Presentation** |  |  |  |
| *Appearance* | Personal appearance is not appropriate for the occasion and the audience | Personal appearance is generally appropriate – business casual | Personal appearance is completely appropriate – business professional. On time with audience participation  | Business professional. Attentive with active audience participation. |
| *Mechanics of Delivery* | The speaker is not audible and does not make eye contact with the audience. The speaker makes movements or gestures that are distracting and does not display a confident, professional demeanor during the discussion. The speaker’s slides are not ready or the allocated timeframe is significantly exceeded. The speaker’s navigation of slides is distracting. | The speaker is audible and makes eye contact with the audience. The speaker generally avoids movements or gestures that are distracting and displays a professional demeanor throughout the discussion. The allocated timeframe is somewhat exceeded or the wrap up is rushed or incomplete. | The speaker is engaging, audible and makes good eye contact with the audience. Student avoids movements or gestures that are distracting and displays a confident, professional demeanor throughout the discussion. The speaker adheres to the allocated timeframe with a good wrap up. | The requirements for a “distinguished” presentation are met, and the student clearly has rehearsed the presentation, knows the material from memory, and does not look at the screen for prompting |
| *Organization* | The presentation does not follow the content flow from the assignment template. Listeners have difficulty understanding the discussion due to the poor structure of the material. | The presentation generally follows the assignment template. Listeners can reasonably understand the discussion. | The presentation creatively parallels the assignment template. Listeners can easily follow the discussion from beginning to end. | The presentation conveys an engaging narrative that draws the listeners in. The presentation contains a minimum of text necessary to act as a framework for the narrative. |
| *Subject Knowledge* | The speaker cannot answer fundamental questions about the internship experience or lessons learned | The speaker provides answers to all expected questions, but does not elaborate beyond the basic responses about the internship experience or lessons learned | The speaker comfortably answers questions from the audience completely and elaborates as appropriate. The speaker demonstrates clear reflection about internship experiences and lessons learned. | The speaker is an expert on the subject matter being presented, and makes frequent relationships to the topics and curriculum of the MEM program |
| *Use of Communication Aids (e.g., slide design, visuals including audio/visual, props, handouts)* | Presentation slide design is poorly prepared or used inappropriately. Fonts are difficult to read, materials contain too much information, or listeners are confused by the lack of clarity about main points. | Presentation slide design adds some value to the discussion. Fonts are easy to read, appropriate content is featured, and main points are outlined. Some relevant information is not supported by visual aids. | Presentation slide design clearly enhances the discussion and is prepared in a professional manner (e.g., font is easy to read, visuals widely used with minimal text, information is well organized to promote audience understanding, and main points are emphasized) | The presentation layout has been carefully researched and structured to follow best practices of presentation style and structure. |