

DEREE COLLEGE SYLLABUS FOR:	
MG 4089 INTERNSHIP IN ENTREPRENEURSHIP MANAGEMENT	
US CREDITS: 0/0/3	
(Updated Spring 2017)	
PREREQUISITES:	Normally the student will have completed 70 credits before embarking on this module. Formal approval by the Department Head / Program Coordinator / Internship Administrator (as appropriate) is required.
CATALOG DESCRIPTION:	Work-based learning in an entrepreneurial business/organization setting. On-the-job training and work experience. Application of entrepreneurship management knowledge, principles and practices to the entrepreneurial business and management setting.
RATIONALE:	The internship in entrepreneurship management gives students the opportunity to apply their skills, knowledge and abilities learned in the entrepreneurship management program to the actual entrepreneurial business and management setting. In addition, the internship provides students with the opportunity to continue to develop and enhance their skill sets, personally and professionally, and to prepare for the contemporary workplace through their exposure to the entrepreneurial environment and their interaction with industry professionals.
LEARNING OUTCOMES:	As a result of completing this course, the student should be able to: <ol style="list-style-type: none"> 1. Apply vocationally relevant concepts associated with the operational management of an entrepreneurial business in a professional setting. 2. Formulate a personal development plan based on a critical self-assessment of personal and professional skills and competences, such as timeliness, ability to complete assignments with a minimum of supervision, team spirit, service attitude and initiative demonstrated during the internship. 3. Relate theories and concepts in entrepreneurship management with the professional practice in the industry through a critical reflection on the work-based learning internship experience.
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Use of Blackboard site, where the student's advisor posts notes, instructions, announcements as well as additional resources in relation to the internship. • Office hours: Students are encouraged to contact their advisor, where they can ask questions and discuss internship issues. • Professional seminars and workshops: Seminars organized and delivered by the School of Business faculty on professional conduct, ethos, service quality in entrepreneurial ventures; workshops on interviewing skills, drafting of CV, presentation skills delivered in cooperation with the Office of Careers Services. • Critical Incident and Intervention Report (individual): Bi-weekly report with identification of critical incidents and recommendations for management intervention in relation to these incidents (500 to 600

	<p>words per report) accompanied by daily journal (daily activity log) of the activities the student intern undertakes during the internship.</p> <ul style="list-style-type: none"> • Internship provider evaluation of the student-intern performance of tasks and overall professional demeanor. • Personal Development Planning Report: The work-based learning internship experience is used as the basis for reflective learning in terms of the student’s personal development. The student should provide a report incorporating a personal self-assessment of skills, competences and areas for improvement and an action plan for the further development of professional skills and competences. Grading of the PDP report takes the Internship Provider evaluation into account. • Reflective Paper (individual): After the completion of the internship, the student must write a reflective paper, integrating his/her experiential learning from the internship-placement with the theories taught in class in relation to entrepreneurship management. The paper should include recommendations to management based on the student-intern’s evaluation of professional practice. • Presentation (individual): Presentation of the internship experience, lessons learned and the reflective paper to fellow students and faculty. • Work-based learning internship: Minimum 180 and maximum 200 working hours in entrepreneurship management and in the entrepreneurial business and management setting (within 3-4 months).
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ASSESSMENT:</p>	<table border="1"> <tr> <td data-bbox="578 940 1092 1056">‘Critical Incident and Intervention’ Report (Individual, bi-weekly, 300 words) - formative</td> <td data-bbox="1092 940 1179 1056">0%</td> <td data-bbox="1179 940 1455 1056">Individual, bi-weekly, 500 to 600 words per report</td> </tr> </table>	‘Critical Incident and Intervention’ Report (Individual, bi-weekly, 300 words) - formative	0%	Individual, bi-weekly, 500 to 600 words per report
	‘Critical Incident and Intervention’ Report (Individual, bi-weekly, 300 words) - formative	0%	Individual, bi-weekly, 500 to 600 words per report	
	<table border="1"> <tr> <td data-bbox="578 1056 1092 1150">Presentation of Internship Experience, Lessons Learned and Reflective Paper (individual) - formative</td> <td data-bbox="1092 1056 1179 1150">0%</td> <td data-bbox="1179 1056 1455 1150">Individual</td> </tr> </table>	Presentation of Internship Experience, Lessons Learned and Reflective Paper (individual) - formative	0%	Individual
	Presentation of Internship Experience, Lessons Learned and Reflective Paper (individual) - formative	0%	Individual	
	<table border="1"> <tr> <td data-bbox="578 1150 1092 1209">Reflective paper – 1st summative</td> <td data-bbox="1092 1150 1179 1209">60%</td> <td data-bbox="1179 1150 1455 1209">Individual, 2600 to 3000 words</td> </tr> </table>	Reflective paper – 1 st summative	60%	Individual, 2600 to 3000 words
Reflective paper – 1 st summative	60%	Individual, 2600 to 3000 words		
<table border="1"> <tr> <td data-bbox="578 1209 1092 1274">Personal Development Planning (PDP) Report – 2nd summative</td> <td data-bbox="1092 1209 1179 1274">40%</td> <td data-bbox="1179 1209 1455 1274">Individual, 1000 to 1200 words</td> </tr> </table>	Personal Development Planning (PDP) Report – 2 nd summative	40%	Individual, 1000 to 1200 words	
Personal Development Planning (PDP) Report – 2 nd summative	40%	Individual, 1000 to 1200 words		
<p>The formative Critical Incident and Intervention Reports aim to support students in writing the Personal Development Planning Report and the Reflective Paper.</p> <p>The Reflective Paper tests Learning Outcomes 1 and 2. The Personal Development Planning (PDP) Report tests Learning Outcomes 2 and 3.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.</p>				

<p>INDICATIVE READING:</p>	<p>REQUIRED READING: Sweitzer, H.F. and King M.A. (2008), Successful Internship, Brooks/Cole Publishing Co. /CENGAGE Learning, most recent edition.</p> <p>RECOMMENDED READING:</p>
-----------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>A. BOOKS</p> <ul style="list-style-type: none"> • Allen. K. R. (2012). <i>Launching New Ventures: An Entrepreneurial Approach</i>. South Western, Cengage Learning, latest edition. • Collins, J. C. (2001). <i>Good to great: Why some companies make the leap... and others don't</i>. Random House. • Kuratko, D. F. (2009). <i>Introduction to Entrepreneurship</i>. Canada: South-Western Cengage Learning, latest edition. • Mathis, R.L and John H. Jackson. <i>Human Resource Management: Essential Perspectives</i>. South-Western, latest edition. • Steven L. McShane and Mary Ann Von Glinow, <i>Organizational Behavior: Emerging Knowledge and Practice for the Real World</i>. McGraw-Hill, latest edition. <p>B. ARTICLES</p> <ul style="list-style-type: none"> • Finkle, T. A. (2012). Corporate Entrepreneurship and Innovation in Silicon Valley: The Case of Google, Inc. <i>Entrepreneurship Theory and Practice</i>, 36(4), 863-884. • Klacmer C. M., Hovat J., & Lalic M., (2014). Analysis of financial sources for start-up companies. <i>Management Journal of Contemporary Management Issues</i>, 19(2), 19-44. • Matthew, S., Taylor, R. & Ellis, R. (2012) “Relationships between students' experiences of learning in an undergraduate internship program and new graduates' experiences of professional practice”, <i>Higher Education</i>, 64(4), 529-542. • Moghaddam, J. M. (2011) “Perceived effectiveness of business internships: Student expectations, experiences, and personality traits”, <i>International Journal of Management</i>, 28(4), 287-303.
COMMUNICATION REQUIREMENTS:	Use of proper English, both oral and written.
SOFTWARE REQUIREMENTS:	Microsoft Office: Word, Excel
WWW RESOURCES:	http://www.aimresearch.org/ http://www.aomtim.org/ http://www.springer.com/business+%26+management/entrepreneurship/journal/13731 http://academic-conferences.org/ecie/ecie2014/ecie14-home.htm http://www.sba.gov
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Background -- Understanding the concept and reality of an internship 2. Getting Started – Beginning the internship, understanding

	<p>expectations, the learning contract and the internship provider</p> <p>3. Performing – Moving ahead in the internship; staying engaged and successful</p> <p>4. Closure – Feeling as a competent and ethical professional; finishing the internship and the next step</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------