**Internship**

**MASY1-GC 3910 |200| Summer 2024 | 05/20/2024 - 08/12/2024 | 3 Credits**

**Modality:** Online (Sy)

**Course Site URL:** <https://brightspace.nyu.edu/>

**General Course Information**

**Name/Title:** Lawrence Marciano, Adjunct Instructor

**NYU Email:** lnm203@nyu.edu

**Class Meeting Schedule:** 05/20/2024 - 08/12/2024 | Wednesday | 6:20 PM - 9:20 PM

**Class Location:** Online (Sy)

**Office Hours:** By Appointment.

**Description**

Internships provide students with the opportunity to acquire professional experience and add a real-world perspective to their studies. The course consists of on-site work at a corporation, nonprofit or governmental organization, educational institution, or small- and medium-sized company that provides an educational experience for the student, under faculty supervision. Students apply the knowledge acquired through their coursework to industry practice and explore career options. This course has GPA and credit completion requirements.

**Prerequisites**

Completion of 12 credits prior to enrolling in the course.

**Learning Outcomes**

The internship course provides students with opportunities to:

* Demonstrate a comprehensive understanding of their internship roles and responsibilities
* Improve their problem-solving and critical thinking skills by addressing a work- or project-related problem
* Develop professional communication skills that address the business needs
* Evaluate the mentoring and networking opportunities provided by the internship and reflect on how they can impact their careers
* Prepare to apply and interview for jobs in their respective fields of study

**Communication Methods**

The Messages feature in Brightspace and the University email system are the best ways to contact me, and they support student privacy and meet FERPA guidelines. Please use the Brightspace Messages feature, or your university email account to ask questions or schedule time with me for office hours. During the week my aim is to get back to your questions and comments within 24 hours of receiving your message.

Be sure to turn on your [NYU Brightspace notifications](https://www.nyu.edu/servicelink/KB0018507) and frequently check the “Announcements” section of the course site.

Credit students must use their NYU email to communicate. Non-degree students do not have NYU email addresses.

**Structure | Method | Modality**

This course meets synchronously three times during the semester. There are weekly asynchronous readings and exercises for you to do, some of which will be graded – all of which will count towards your participation grades. Students are required to log into the Brightspace course site to engage in these activities and complete assignments.

We then meet together on Zoom, attendance at all three of these Friday afternoon meetings is mandatory for all students. Live Zoom is on 3 Wednesday: 6:20 PM – 9:20 PM ET, see below for dates.

These synchronous or live, remote sessions will include discussions, presentations, and practice of key business skills which are especially relevant to the successful performance of student internships.

**Expectations**

Report your Internship Information

As an NYUSPS student, it is necessary to report your new internship information by [completing this survey](https://nyu.qualtrics.com/jfe/form/SV_1NOSLDE13hNp8SV) which goes to the Wasserman Center.

Please email [sps.wasserman@nyu.edu](mailto:sps.wasserman@nyu.edu) or call 212-998-7205 with any questions related to this survey, or to connect with a career coach on maximizing your new opportunity or if you are seeking a new opportunity.

Submission of Supervisor Evaluation:

Students must make sure that their internship supervisor meets the deadline to complete their performance evaluation. The School sends out a note to your internship Supervisor, at the beginning of June, to let them know that the internship/site supervisor will need to fill in an evaluation form from SPS, twice during the internships: once at the mid-point (a very short survey) and then again towards the end of the internship semester (a longer survey). The Department handles sending out this evaluation form to the faculty, at a time that they need to do them, but your assistance may be required in ensuring we receive these evaluations back.

Set up a Handshake Account

If you have not already done this, I encourage you set up an account with Handshake. This is an intuitive, mobile-friendly career development platform that seamlessly connect students/alumni and employers. Registering for a Handshake account is an important step in partnering with the NYU Wasserman Center to achieve your career goals. Through this platform, you will be able to request career coaching appointments as well as learn about, and apply for, jobs. Follow the instructions below to create your account.

* Ensure you have your Net ID email
* Visit NYU Home and search for Handshake
* Click the Handshake “card” and follow the instructions to get started.

Learning Environment

SPS classrooms are diverse and include students who range in age, culture, learning styles, and levels of professional experience. To maintain an inclusive environment that ensures all students can equally participate with and learn from each other, as well as receive feedback and instruction from faculty during group discussions in the classroom, all course-based discussions and group projects should occur in a language that is shared among all participants.

**Participation**

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Students will endeavor to contribute to the class while demonstrating their knowledge and abilities on exams and course projects, thus enabling faculty to give them a fair grade. Ultimately, everyone must do their very best and get the grade they earn.

To get the most out of this course you need to think about four domains of activity:

Prepare  Demonstrate Explore Reflect

* PREPARE: contains learning materials that the instructor would like you to review and engage with in preparation for this session. This may include readings, videos to watch, podcast to listen to, blogs to review etc.
* DEMONSTRATE: contains activities, principally assignments and assessments that provide you an opportunity to demonstrate your understanding and mastery of the knowledge, skills and abilities covered in class, in support of the learning outcomes.  This is where the instructor will post the weekly assignments including the work to be graded (and links to the Assignments Section within Brightspace/LMS)
* EXPLORE: contains learning materials and activities which you can explore if you wish to delve further into any of the topics covered in the session. These are not required but optional and will add value to your broader or deeper understanding of the topics covered in the session.
* REFLECT:  contains questions, prompts, ideas which may help you reflect on your learning and experience in this session or more broadly in the course. A key part of effective learning is developing the cognitive skill of reviewing what you have learnt, contextualizing your learning, making links with other topics you are studying and with your own experience. These reflections are typically not graded, but an opportunity for you to deepen your learning.

Pay attention to the content which you have been asked to review in preparation for the weekly meetings or the synchronous (live) time; explore in and around the learning materials if you have time and additional interest; review and complete the assignment and assessed (i.e., graded) work; and take time to reflect on what you are learning and how the various pieces of your professional experience and academic coursework join together. Note: the exploration is optional, and the reflection is generally for your personal review – however, please feel free to share with me via Messages or Email any of these reflections, if you would like further feedback or dialogue.

Assignments and Deadlines

Students must complete all course assignments on time. Each student should engage with the content, instructor and each other each week, prepared, having read the assigned readings and completed the assignments, and fully participating in online and in-class activities. All assignments must be uploaded to the folder on Brightspace labeled "Assignments" or entries made as part of the Forums feature in Brightspace, or as otherwise directed. Please do not email work separately unless requested - please use Brightspace. The number of the assignments and their due dates are on the course outline that follows. Assignment due dates are final and non-negotiable. **Missed or late assignments.** Late assignments required prior written permission from the professor. Each assignment is graded out of 100 percentage points. A late assignment will receive a 5 percentage-point deduction. A missed assignment will receive a zero or a grade of F for that assignment.

Course Technology Use

All class sessions require the use of Zoom and technology (e.g., laptop, personal computer) for learning purposes Establishing an environment of mutual respect and exchange in the classroom requires a commitment to presence in discussions and full attention to the course materials presented in class. In the interest of ensuring that attention stays focused on your classmates and class discussions, please ensure that during these synchronous or live, remote sessions your focus and attention are not distracted by the use of cellphones or other electronic devices and that you remain within Zoom and any apps to which you are directed by the instructor.

Technology challenges can occur at the most inconvenient times, due to an internet connection, power loss, or a server being down. Students must be prepared to deal with these potential disruptions.

In the event of a course downtime or a system performance issue, there are a few steps that students must take to be able to continue their course work during technology failure:

Professional Etiquette:

Students should follow standard professional etiquette while in the workplace such as observing a professional dress code, arriving to work on time, being respectful of the use of technology for personal and/or entertainment purposes, and practicing common courtesies with colleagues in the workplace.

Students enrolled in this course are representing not only themselves in these professional environments, but also New York University and must uphold the high standards of conduct that the university expects of its students.

Incomplete Internships:

Should students consider severing their relationships with their employers for any reason, they must first obtain the guidance and approval from the faculty member and departmental administration. Should this occur, the faculty member and administration reserve the right to determine the best course of action in an effort to meet the student's academic requirements.

Should students be terminated by their employers for any reason while conducting their internship, the faculty member and administration reserve the right to determine the best course of action on a case-by-case basis, in an effort to meet the student's academic requirements.

Hourly Credit Requirements:

3 credits – minimum of 135 hours on-site at the internship for the semester

Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

Attendance

Attendance is required at each of the synchronous or live, remote sessions classes. As outlined here in the syllabus, these three mandatory classes meet on Wednesday evening from 6:20 PM – 9:20 PM ET. If the work schedule for your internship includes Wednesday, **please inform your Internship Supervisor of these three required class meetings at the outset of your internship to arrange an approved absence from work**.

Additionally, students are **required to log into the Brightspace course site every week** to engage in a variety of activities and complete assignments. This is a key part of the program – an opportunity for exchange between you and the instructor, between you and your classmates, and an engagement with the content. Several of the exercises are part of your graded assessments, and all of your interactions count towards your participation grades.

As with all of our graduate programs, students are expected to attend all class sessions. Attendance will be taken into consideration when assigning final grades. Unexcused absences may have a negative impact on your participation grade. Students who have been excessively absent may be considered to have withdrawn unofficially and may be given the final grade of "F." Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation.

Students will receive credit for attendance only when they arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by the instructor and if it can be done without disrupting the class.

Textbooks and Course Materials

All material that is required for this course is outlined in the individual weekly sessions and broader modules. In addition, there are a number of resources that we recommend you familiarize yourself with and/or subscribe to if you wish. All of these will provide you with regular updates and perspectives on news and analysis relating to developments in business, politics and society, and several have strong global coverage. This "abundant thinking" or broad curiosity about the world around you is a key trait of both successful entrepreneurs and leaders of more traditional government, non-profit, and business enterprises.

Note: some of these sites may require registration and/or separate payment- please review the University resources, as NYU has provided access to content to many of these (past issues) through Bobst Library and/or has arranged preferential student discounts.

Wall Street Journal <https://www.wsj.com/>

New York Times <https://www.nytimes.com/>

Los Ángeles Times <https://www.latimes.com/>

The Guardian <https://www.theguardian.com/us>

Business Insider <https://www.businessinsider.com/>

The Economist <https://www.economist.com/>

Reuters <https://www.reuters.com/finance>

Bloomberg/Asia <https://www.bloomberg.com/series/asias-business>

Black Enterprise <https://www.blackenterprise.com/>

Latino Leaders <https://www.latinoleadersmagazine.com/business>

In addition, the websites of some of the major consulting firms and research organizations have useful resources that are worth exploring and often have very focused industry-specific, or function-specific features, including:

McKinsey & Company <https://www.mckinsey.com/>

Bain & Company <https://www.bain.com/>

Deloitte Insights <https://www2.deloitte.com/us/en/insights.html>

Pew Research <https://www.pewresearch.org/>

Accenture <https://www.accenture.com/us-en> (includes Insights Section)

PwC Insights <https://www.pwc.com/gx/en/research-insights.html>

Further, there are a number of general interest business podcasts, and many industry-specific podcasts. Some of the podcasts that might provide interesting and alternative views on business and technology are:

Marketplace <https://www.marketplace.org/>

Freakonomics. <https://freakonomics.com/>

Recode Decode <https://podcasts.voxmedia.com/show/recode-decode>

JPMorgan TechTrends <https://www.jpmorgan.com/global/technology>

Vergecast <https://www.theverge.com/the-vergecast>

There is also a relatively new and interesting podcast series where the leaders of various internship programs in major corporations around the US are interviewed.

The Internship Show: [http://podcast.hirescholars.com](http://podcast.hirescholars.com/)

Optional Books:

These books all provide interesting content that you might find valuable as you think through your internship experiences and/or evaluate future job opportunities, or may even provide you strong counsel once you are professionally engaged.

* **Why Should the Boss Listen to You?** **- The Seven Disciplines of the Trusted Strategic Advisor (1st Edition);** by James E. Lukaszewski. ISBN-13: 978-0787996185; ISBN-10: 0787996181
* **Never Eat Alone: And Other Secrets to Success, One Relationship at a Time** (2014) by Keith Ferrazzi and Tahl Raz. ISBN-13: 978-0385346658; ISBN-10: 9780385346658
* **Getting Your Personal Brand Story Straight (2019**) by Joanne Tombrakos. ISBN-10: 0984007660; ISBN-13: 978-0984007660
* **The First 90 Days: Proven Strategies for Getting Up to Speed Faster and Smarter (2013)** by Michael D. Watkins. ISBN-10:1422188612; ISBN-13: 978-1422188613

**Grading | Assessment**

Your final grade is assessed through four different lenses which, collectively, we use to evaluate whether you have mastered the learning outcomes outlined in the course. Critical to your education and the acquisition of knowledge in general, is both "Knowing What" e.g., book learning, recalling facts, etc., sometimes called "propositional knowledge" and "Knowing How" i.e., practical knowledge or applied learning.[[1]](#footnote-1) In addition we are also assessing your capacity for "reflection" - the important cognitive skill of reviewing what you have learnt, contextualizing the learning, making links with other topics you are studying and with your own experience. Finally, we assess your level of participation, both in the online asynchronous assignments and the synchronous or live, remote sessions activities and discussions.

***Knowing What & Knowing How***

**Online Assignments (Forum Posts & Responses/Emails) 25%**

* Wk2: Professional Behaviors 5%
* Wk7: Networking Email 10%
* Wk9: LinkedIn Profile 10%

**Workplace Performance (Self- and Supervisor-evaluation) 10%**

* Wk6: Mid-Semester Eval 5%
* Wk.: Final Evaluation ………..5%

**Presentation………………………………………………….10%**

* Storytelling PPT 5%
* Personal Brand PPT 5%

***Memos: 35%***

* **Wk4: #1: On-Site Learning Objectives 15%**
* **Wk11: #2: Final Reflection Paper 20%**

***Participation:***

**Synchronous or Live Sessions and Online Participation 20%**

* **Wk1: Intro Video 4%**
* **Wk3: Strengths Profile 4%**
* **Wk5: Comments on PowerPoint 4%**
* **Wk9: LinkedIn / Forum Commenting 4%**
* **Wk10: Skills Matrix 5%**

**Total 100%**

Feedback from Internship Supervisors is very important as it will be used to mentor students individually on an as-needed basis. Evaluation Forms with multiple questions about students’ on-site performance will be sent to the internship supervisors once at mid-point and then again towards the end of the internship semester. The Department will email this form to your supervisor and provide explicit instructions regarding submission.

Workplace performance grade constitutes 10% of the final grade. The ratings and comments received from your supervisor will be reviewed by the faculty and constitutes 5% of the workplace performance grade; the other 5% of the work performance grade will be assigned based on students’ self-evaluation report.

See the [“Grades” section of Academic Policies](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html#Graduate1) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

**Course Outline**

**Start/End Dates:** 05/20/2024 - 08/12/2024 | Wednesday

**Time:** 6:20 PM - 9:20 PM ET

**No Class Date(s):** Wednesday – 06/19/2024

**Summer Session:** 12W

**Special Notes:** N/A

**Summer 2024 Outline:**

This course runs from 5/20/24 – 8/7/24 / Wednesday. There are weekly asynchronous readings and exercises for you to do, some of which will be graded – all of which will count towards your participation grades, and then we meet together on Zoom, on the following four Wednesday evenings: **May 22nd, June 26th, July 24th, and August 14th**. These synchronous or live, remote sessions will include discussions, presentations, and practice of key business skills which are especially relevant to the successful performance of student internships.

The course is designed around five modules which map to the five core learning outcomes for this program. Content for each module may be spread out over one or more weeks:

## Module 1: Building a sense of professional self-awareness: Week 1

🡺 Learning Outcome:

**Demonstrate a comprehensive understanding of their internship roles and responsibilities**

## Week 1: Week of 5/20/2024

GETTING THE MOST OUT OF YOUR INTERNSHIP

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

**6 Ways to Make the Most of Your Internship**. *Harvard Business Review*. <https://hbr.org/2016/07/6-ways-to-make-the-most-of-your-internship>

**10 ways to make the most of your internship.** *Reuters Thompson.* <https://www.thomsonreuters.com/en/careers/careers-blog/10-ways-to-make-the-most-of-your-internship.html>

**Tips for Succeeding in your Internship.** NYU SPS Wasserman Center.

<https://drive.google.com/file/d/18xgdPLCf0QAQ7PUU78OdAfgbjD94JEju/view?usp=sharing>

 **Demonstrate**

**Intro Video:** Please post on the Discussions feature in Brightspace a short video (about 2 minutes long) in which you introduce yourself and share: 1. Your name and your hometown (not country); 2. two or three things you want to get out of this Class and/or your Internship this Summer. 3. three things in the readings from Week 1 that caught your attention or intrigued you – and why.

**[Due Sunday, May 26 5:00 p.m. NY Time]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

**15 Best Practices for Internship.**  Programs National Association of Colleges and Employers

<https://www.naceweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>

Young, D. R., Stengel, D. N., & Harper, R. M. (2010). **Assessing business student internships for external accreditation: A case study**. *Journal of Cooperative Education and Internships*, *44*(1), 13–22.

<https://wilresearch.uwaterloo.ca/content/legacy/JCEI_2010_44_1_13_22.html>

**Actually, You Should Check Email First Thing in the Morning.** By Dorie Clark.Harvard Business Review.

<https://hbr.org/2016/03/actually-you-should-check-email-first-thing-in-the-morning>

**Nobody Has Time for Interns**, by Jodi Glickman. Harvard Business Review.

<https://hbr.org/2011/07/nobody-has-time-for-interns>

![Icon

Description automatically generated]() Class Meets synchronously or live on Zoom. #1 Wednesday, May 22nd, 2024 at 6:20 PM thru 9.20 PM ET (NYC time).

## Week 2: Week of 5/27/2024

LEADERSHIP & THE CEO PERSPECTIVE

 **Office Hours: By appointment**

**Prepare**

*Please review the following resources:*

*Leadership*

Loney, D. (2020.). **What Does It Take to be a Good Leader***?* Wharton Business Daily Podcast, <https://pca.st/q7oenyy9>

*CEO Perspective: Please pick at least one of these interviews to review – they are all fascinating:*

Jeff Bezos [Amazon], Interviewed by Charlie Rose.

**A conversation with Amazon's founder and chief executive officer, Jeff Bezos.**

<https://charlierose.com/videos/29412>

Particularly interesting notes on customer obsession versus competitor obsession

Paul Polman [ex-Unilever], Interviewed by Marc de Swaan Arons

**Humanizing Growth Series, Paul Polman and Marc de Swaan Arons in conversation**

<https://player.vimeo.com/video/424059710>

Zhang Xin [SOHO China]

**The Brave Ones. Series 1, Episode 4. Zhang Xin, CEO of SOHO China**

<https://www.youtube.com/watch?v=VHWsaXNUll4>

Satya Nadella [Microsoft], Interviewed by David Rubenstein.

**The Advice That Changed Satya Nadella's Life.** Bloomberg Markets and Finance.

<https://www.youtube.com/watch?v=rKCL_MEXqJo>

***Ted.com, "How Great Leaders Inspire Action"*** [***https://www.ted.com/talks/simon\_sinek\_how\_great\_leaders\_inspire\_action/c?language=en***](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/c?language=en)

***Ray Dalio, Principles by Ray Dalio. Ray Dalio, Founder and CEO of Bridgewater Investments***[*https://www.youtube.com/watch?v=B9XGUpQZY38*](https://www.youtube.com/watch?v=B9XGUpQZY38)

 **Demonstrate**

**Strengths Profile:** Better understanding your strengths is an important piece of self-awareness and insight that will help you identify career opportunities that might be a good fit and/or help you identify areas of opportunity for professional development. The SPS Wasserman Center works with Cappfinity's Strengths Profile assessment instrument – information about this tool can be found [here](https://strengthsprofile.com/en-gb) (<https://strengthsprofile.com/en-gb>).

Your assignment is to take the Strengths Profile Assessment, via Wasserman. Note that this assignment is not “graded” in the sense that there are any right or wrong answers, and the insights are for your private consumption. However, 4 percentage points of your overall participation is tied to the successful and timely completion of this survey instrument.

The NYU SPS Wasserman Center for Career Development is excited to help you discover your strengths and be your best self! **You will receive an email from Nourine Bhimani detailing how to take the Cappfinity Strengths Profile assessment and then later receive your personalized report.**

The NYU SPS Wasserman office administers the assessment and then Nourine will visit our class to debrief the report on September 29 during our first “live Zoom” session. This debrief includes thoughts on how best to leverage your strengths in your internship and also provides some specific reflections on working remote.

Please complete the Strengths Profile Assessment (provided by [https://strengthsprofile.com](https://strengthsprofile.com/)) which helps you identify your strengths and areas you need to work on and improve. Here is what you need to do:

1. Nourine will send you a no reply email with a link to the survey (Email subject: Nourine Bhimani invites you to complete an Expert Strengths Profile). If you do not see the invitation in your inbox please check spam section.

2. Once you click on the link, you need to create an account, using your NYU email address.

3. Complete the survey which takes about 20 minutes.

4. Download your report.

5. Review and reflect on your report.

6. Nourine will join us from the Wasserman Center during our “Live Zoom” session to help you navigate and use your report more effectively.

*Note: You do not need to post a copy of the full report. But please send me (via the Brightspace Messages feature) a copy of the cover sheet with your name to demonstrate to me that this has been completed.*

**[Due by Sunday, June 2 at 5:00 pm NYC]**

**Discussion Post on Leadership Capabilities:**

Think about leadership and your capabilities as a leader. With the help of the resources above, identify your leadership strengths. Who are you? What are your values? Identify yourself using Ray Dalio’s profile, especially your Ego and Blind Spot. What insights did you gain from the “What Makes a Great Leader” video, the TEDx video, and the Wharton Business Daily Podcast that stuck with you – how do these insights inform your thinking about preparing to be the best leader you can be?

**[Due by Sunday, June 2 at 5:00 pm NYC]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

**Mistakes interns make and how to avoid them**

<https://www.forbes.com/sites/kimberlywhitler/2018/03/03/mistakes-summer-interns-mistake-and-how-to-avoid-them/>

**Freakonomics. How to be Creative Series**

<https://freakonomics.com/how-to-be-creative/>

**Freakonomics. The Secret Life of CEOs**

<https://freakonomics.com/ceos/>

**Steve Forbes Interviews Jack Ma at Forbes Global CEO Conference**

<https://www.youtube.com/watch?v=AqMdrgmd39s>

**The Brave Ones Series from CNBC International, including:**

Sir Richard Branson, Founder of Virgin | The Brave Ones

<https://www.youtube.com/watch?v=wa3zOc_fjiI>

**Chandrika Tandon, Business leader and Grammy nominee | The Brave Ones**

<https://www.youtube.com/watch?v=DySbG3Ca3eE>

**John Legere, CEO of T-Mobile | The Brave Ones**

<https://www.youtube.com/watch?v=Unb5JJeIgJI>

**Reflect**

Take some time this week to reflect on the different emerging styles, or ways of thinking and approaching their roles, you see in the leaders featured in the videos in the Prepare and Explore sections, or other leaders you have encountered. What do you find admirable? What would you emulate? What do you disagree with? What do you think works for your style and personality?

## Module 2: Meta-skills, Mindsets, and Models

🡺 Learning Outcome:

**Improve problem-solving and critical thinking skills by addressing a work- or project-related problem**

## Week 3: Week of 6/3/2024

PROBLEM SOLVING and DECISION MAKING

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

*Structured Problem Solving:*

Simon London, Charles Conn, CEO of venture-capital firm Oxford Sciences Innovation, and McKinsey senior partner Hugo Sarrazin. **Bulletproof Problem Solving: The One Skill That Changes Everything**

<https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/how-to-master-the-seven-step-problem-solving-process> [Article and Podcast]

*Decision Making*

**WRAP Model of Decision Making**. The Wrap Model of Decision Making. From:

Heath, C., & Heath, D. (2013). *Decisive: How to make better choices in life and work* (1st ed). Crown Business. (see resource in Brightspace) This is a PDF of the first Chapter of the book by Chip and Dan Heath, on how to make better decisions at work and in life.

**Mindsets:**  
Please watch the following videos:  
“Growth vs. Fixed Mindset” <https://www.youtube.com/watch?v=KUWn_TJTrnU>  
“What is Mindset and How Mindsets are Formed” <https://www.youtube.com/watch?v=ONId-k1NwP0>  
TEDX, “The Power of Belief- Mindset and success” <https://www.youtube.com/watch?v=pN34FNbOKXc>

**DEMONSTRATE**

**Discussion Post: Your Mindset**  
Based on the videos, above: What type of mindset do you have? What is your goal regarding your mindset? What do you need to do to reach your desired mindset? What type of jobs are suitable to your mindset?  
How has your current mindset “shown up” in your internship experience? Provide examples.

**[Due by Sunday, June 9 at 5:00 pm NY Time]**

**EXPLORE**

*Explore at your leisure, or if you have time, some additional resources, for example:*

**Liedtka, J., & Ogilvie, T. (2011). Designing for growth: A design thinking tool kit for managers. Columbia Business School Pub., Columbia University Press.**

Electronic copy available at the NYU Bobst Library:

<https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=908807>

This book introduces a very powerful tool for problem solving that does not follow the more linear, hypothesis-driven, and analytical approach favored by the classic consulting companies – but asks the manager to explore a set of tools including journey mapping, mind mapping, assumption testing, and rapid prototyping.

Rasiel, E. M., & Friga, P. N. (2002). **The McKinsey mind**: Understanding and implementing the problem-solving tools and management techniques of the world’s top strategic consulting firm. McGraw-Hill. Electronic copy available at the NYU Bobst Library:

<https://nyu.skillport.com/skillportfe/assetSummaryPage.action?assetid=RW$6233:_ss_book:3407#summary/BOOKS/RW$6233:_ss_book:3407>

This book builds on a series of articles by Conn and McLean, and outlines the approach used to structure a typical McKinsey problem-solving assignment.

**REFLECT**

Structured problem solving and the capacity to think innovatively about business problems is a key to success over the long term for managers and entrepreneurs.  Reflect on where you feel you sometimes get ‘”stuck” in thinking through business problems, or where you think you might need to “sharpen the saw” i.e., learn more skills or practice these skills.  See if you can “observe” yourself in situations at work, during your internship, where you are applying some of these skills, or see others doing so.  How does it happen? What works?  What does not?

## Week 4: Week of 6/10/2024

FRAMEWORKS and BUSINESS MODELS

For the purposes of this course, we define **“Frameworks”** as tools that help you describe, analyze, or think about the world around you – to aid in your problem-solving. They are representations or descriptions for example, of how various parts of a business ecosystem interact – customer, consumer, competitor, company and context (or culture) - or how the internal groups of employees or stakeholders interact and engage. These frameworks can also extend to describing the relationship between elements within a financial structure, or the steps in various processes. Most of these frameworks have some threshold questions or criteria that essentially allow you to “sort” or parse out a situation into various components or forces at work. The most famous of which, historically in business is Michael Porter’s “Five Forces” or BCG’s “Growth Matrix”. These frameworks can also include financial models like the “Capital Asset Pricing Model” or the “Black Scholes Options Model,” i.e., they provide a way to deconstruct complex problems in order to get a purchase on how to solve them. I draw a distinction with the term **“Business Models”** which we think of as more a way of describing how a company aggregates and aligns all the various assets and resources it has at its disposal, in order to make money, solve a consumer’s problem, and establish a competitive value proposition. Business models like “freemium” or “subscription” or “fractional ownership” or “crowdfunding” describe ways by which individual companies (or industries) shape consumer value propositions and generate profitable growth.

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

For the purposes of this course, we define **“Frameworks”** as tools that help you describe, analyze, or think about the world around you – to aid in your problem-solving. They are representations or descriptions for example, of how various parts of a business ecosystem interact – customer, consumer, competitor, company and context (or culture) - or how the internal groups of employees or stakeholders interact and engage. These frameworks can also extend to describing the relationship between elements within a financial structure, or the steps in various processes. Most of these frameworks have some threshold questions or criteria that essentially allow you to “sort” or parse out a situation into various components or forces at work. he most famous of which, historically in business is Michael Porter’s “Five Forces” or BCG’s “Growth Matrix.” These frameworks can also include financial models like the “Capital Asset Pricing Model” or the “Black Scholes Options Model,” i.e., they provide a way to deconstruct complex problems in order to get a handle on how to solve them. Draw a distinction with the term **“Business Models”** which we think of as more a way of describing how a company aggregates and aligns all the various assets and resources it has at its disposal, in order to make money, solve a consumer’s problem, and establish a competitive value proposition. Business models like “freemium” or “subscription” or “fractional ownership” or “crowdfunding” describe ways by which individual companies (or industries) shape consumer value propositions and generate profitable growth.

This website developed by Paul Hague, has a lot of depth and breadth – there are close to 100 examples of both Frameworks and Business Models, plus some examples one would call business “concepts.” There is also an accompanying book. Explore some of these frameworks – for many of them, there is a button “Click here and follow these steps to apply the framework” which downloads a more detailed PowerPoint. In order to prepare for next week’s assignments where you may want to leverage these frameworks – I encourage you to look at the Competition and Strategy Frameworks.

<https://www.b2bframeworks.com/all-frameworks>

Note: you may want need to leverage these for the Week 5 storytelling assignment – so take some time to familiarize yourself both with the resources above and the requirements of the assignment – so you can be thinking about this when you read the material above.

 **Demonstrate**

**Memo: Learning Objectives**

Due for Week 4: When we start on any new venture especially when we have the opportunity to reflect on it, it is worthwhile set up a “learning agenda” or a set of “learning objectives” for yourself. Please prepare a memo outlining your learning objectives for your internship. Leverage the readings and the videos you have watched to date, and the Reflects you are engaged in to expand your thinking. Think through five key objectives you want to set yourself during the Summer that can be gleaned from your Internship experience, these might be academic or professional or personal. Prepare a one-page memo (Single Spaced 12pt Calibri, Arial or Helvetica) – that can include bullet points outlining these Learning Objectives. See rubric on Brightspace for detail.

**[Due by Sunday June 16th at 5:00 PM ET/NYC Time]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

There are a fairly large number of books published with frameworks that can help you structure your problem-solving or thinking through the various forces at work in business; but there are also a number of resources that help you design, build and elaborate on business models. Many of these have excellent online websites as well with free resources.

I encourage you to explore the resources at: <https://www.strategyzer.com/> where you may need to register, but it should be free. The site includes some good worksheets etc. The team behind this website has published a series of very successful books used by entrepreneurs in developing their businesses. The two foundational works are:

Osterwalder, A., Pigneur, Y., & Clark, T. (2010). ***Business model generation****: A handbook for visionaries, game changers, and challengers*. Wiley.

Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). ***Value proposition design****: How to create products and services customers want*. John Wiley & Sons.

There is a long diverse list of other books – mostly exploring different types of business model designs at the website: <https://bookauthority.org/books/best-business-models-books>. It’s a cornucopia of resources – but you may find one or two gems that are more directly related to your industry or passion.

**Reflect**

At this point in the course you have been exposed to examples of different leadership styles and the priorities or journeys of several CEOS; along with a chance for some reflection on what you want to get out of your internship, and the strengths you can build on to be successful. Take some time this week to reflect on how these pieces come together. What patterns do you see that might inform your journey, or what you want to get out of your summer internship?

## Module 3: Communications and Storytelling

🡺 Learning Outcome:

**Develop professional communication skills that address the business needs**

## Week 5: Week of 6/24/2024

WRITING and BUSINESS STORYTELLING

The art of storytelling is fundamental to our human nature – so much part of who we are that, as the author Jonathan Gottshcall has written: “We are, as a species, addicted to story. Even when the body goes to sleep, the mind stays up all night, telling itself stories.”[[2]](#footnote-2) Given that business is a human-centered enterprise – storytelling is also critical to leaders and managers in business. Over the next couple of weeks, we will explore both the more traditional storytelling – narrative, writing, concepts etc., and telling stories with data.

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

*Writing:*

Lipson, M. (2018). *Clear, Complete, and Concise: Avoiding the Seven Deadly Sins of Analytic Writing*. Harvard Business Publishing Education | University of Virginia Darden School.

[HBS Coursepack: <https://hbsp.harvard.edu/import/831168>]

*Storytelling:*

TEDx, **“Why Storytelling Is More Trustworthy than Presenting Data”** <https://www.youtube.com/watch?v=Ez5yS4Q5ASA>

**“How to Tell a Captivating Story”** <https://storyenvelope.com/how-to-tell-a-story/>

**Three Principles of Business Storytelling.** Ameen Haque at Google.

<https://www.youtube.com/watch?v=2fiwKk2LsFw>

 **Demonstrate**

**Storytelling PPT**

Create an audio-narrated (6 slide max) PowerPoint that tells a story to make a point about the value of the interning or to demonstrate a valuable lesson you have learned about the workplace. Use the story-telling evident in the Tedx Talk regarding “Why Storytelling is More Trustworthy than Presenting Data” as your guide. Post the PPT in the Discussion feature in Brightspace.

**[Part 1: Due by Sunday, June 30 by 5:00 pm NY Time].**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

Longer version of Ameen Haque’s talk on Business Storytelling:

Ameen Haque: **"The Art of Business Storytelling"** | Talks at Google

<https://www.youtube.com/watch?v=77FUr6ZsWjY>

**Finding the story within the painting.** Tracy Chevalier, author of “Girl with a Pearl Earring”

<https://www.ted.com/talks/tracy_chevalier_finding_the_story_inside_the_painting>

“A story is the telling, or re-telling of a series of events – that’s the dictionary definition – I would add: leading to a conclusion.” Brian McDonald is one of the most well-known instructors of story-telling in Hollywood, author of a famous book called “Invisible Ink: A practical guide to building stories that resonate”. In this series of podcasts, he discusses various aspects of what makes a good story.

<https://writeinvisibleink.com/episodes/>

Jonathan Gottschall: **We Are Storytelling Animals** - DigitasLBi NewFront 2017

<https://www.youtube.com/watch?v=s4kXLK1dWc0>

**Reflect**

Reflect on your own personal storytelling – and what role this could play in your business and personal life, how you might expand your repertoire or effectiveness in the workplace with an additional focus on storytelling. Explore if this focus, or this skills, helps you with your clients or colleagues, peers and supervisors. Does it help you have more impact at work? How might you leverage this skill set further?

![Icon

Description automatically generated]() Class Meets synchronously or live on Zoom. #2 Wednesday, June 26th 2024 at 6:20 PM thru 9:20 PM NYC time.

## Week 6: Week of 7/1/2024

DATA STORYTELLING

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

*Please review the following resources:*

**Warren Buffett tells his story and helps you to win through telling your own:**

<https://www.youtube.com/watch?v=h89uOvUDVO4>

**Brene Brown, “Do not negotiate who you are”:**

[**https://www.youtube.com/watch?v=EI89XK2L6I4**](https://www.youtube.com/watch?v=EI89XK2L6I4)

**THE POINT: IT DOESN’T MATTER HOW GOOD YOUR DATA IS, YOU SELL IT BECAUSE OF WHO *YOU* ARE AND HOW *YOU* TELL THE STORY:**

*Data Storytelling with Data:*

A large number of professionals are working in the space of data storytelling or data visualization and many books provide guidance about the do’s and don’ts. The following short readings and videos bring a spotlight on some core issues – e.g., knowing your audience, the power of visualization, and how to choose the right type of charts.

Brent Dykes: **Stories Beat Statistics - Master the Art & Science of Data Storytelling at Crunch**

<https://www.youtube.com/watch?v=FcllfpC7kAY>

**Visual Makeover: Income and Expenses**. November 3, 2011. Cole Nussbaumer

<https://www.storytellingwithdata.com/blog/2011/11/visual-makeover-income-and-expenses>

**5 Easy Tips**. December 9, 2010, Cole Nussbaumer

<https://www.storytellingwithdata.com/blog/2010/12/5-tips-for-communicating-effectively>

**Jon Schwabish at TEDxBigData** October 2016

<https://vimeo.com/203009297>

 **Demonstrate**

**Discussion Post on Data-Driven Presenting**

*Refer to the content and discussions around Data Storytelling, to complete this assignment*

Business leaders are increasingly called upon to be great presenters of data-rich stories, and translate complex financial models, or data-driven insights into simpler graphic stories. For this assignment, reflect on your comfort level with using data to tell stories. Are you comfortable doing so? If you are not, why? What do you need to learn in order to become comfortable telling a story with data? If you are not comfortable telling stories with data, how will you improve in the future? Base your response on the materials you have read and listened to. What tips are you giving yourself as you prefect the skill of data-driven story telling? Post your answers to the Discussion feature of Brightspace.

**[Due Sunday, July 7 by 5:00 pm NY Time]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

The classic texts in data visualization are by Edward Tufte.

* The Visual Display of Quantitative Information
* Envisioning Information
* Visual Explanations: Images and Quantities, Evidence and Narrative
* Beautiful Evidence

If you are interested in working with Python and ggplot, there is a good practical book called:

Healy, K. (2018). **Data visualization: A practical introduction**. Princeton University Press.

If you are interested in working with Tableau, there is a good introductory book:

Murray, D. G. (2016). **Tableau your data! Fast and easy visual analysis with Tableau Software** (Second Edition). John Wiley & Sons.

Stephanie Evergreen has a couple of nice books that go beyond data visualization and include other elements of design and color and font etc.…

Evergreen, S. D. H. (2017). ***Presenting data effectively: Communicating your findings for maximum impact*** (Second edition). SAGE.

Evergreen, S. D. H. (2020). ***Effective data visualization: The right chart for the right data*** (Second edition). SAGE.

Stephanie also has a blog, where she has some good how-to articles on creating a number of creative visualizations in Excel. <https://stephanieevergreen.com/how-to/>

**Reflect**

Think critically about the plethora of data – tables and charts – that you are exposed to each day, and how these might be imporved to better reach their intended audience, and sharpen the impact of their message

**Module 4: Personal Branding, Mentoring and Networking**

🡺 Learning Outcome:

**Evaluate ways to build your personal brand and to take advantage of the mentoring and networking opportunities provided by the internship and reflect on how they can impact your careers**

## Week 7: Week of 7/8/2024

PERSONAL BRAND

 **Office Hours: By Appointment**

**Prepare**

[Building Your Professional Brand Webinar](https://stream.nyu.edu/media/Building+Your+Professional+Brand/1_0o2fwgqr/116256671): Learn useful tips on how to define, cultivate, and maintain your professional brand and successfully showcase your expertise for various academic and career endeavors

<https://stream.nyu.edu/media/Building+Your+Professional+Brand/1_0o2fwgqr/116256671>

**Ways to Overcome a Bad First Impression**. Dorie Clark

<https://talentculture.com/4-ways-to-overcome-a-bad-first-impression/>

Perez, C. (2020). Personal Branding: An Essential Choice in the COVID-19 Era? *Journal*

*of Multidisciplinary Research, 12(2),* p. 83-92.See article in Contents.

Johnson, K. (2017). The Importance of Personal Branding in Social Media: Educating

Students to Create and Manage their Personal Brand. *International* *Journal*

*of Education and Social Science, 4(1),* p. 21-27. See article in Contents.

 **Demonstrate**

**Mid-Semester Evaluation**

By this point, you should have a one-on-one meeting set up with me for this week, to assess how things are going. Please schedule a meeting with me (during the week of July 8-12) prior to **Tuesday, July 9.**  Send an email to me using the Brightspace Messaging feature to schedule this (Zoom) meeting.

No written assignment will be needed – but I have posted a simple form/questionnaire on Brightspace. Think through your answers to these questions. Tthis is what we will discuss in our one-on-ones.

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

Clark, D. (2013). **Reinventing you: Define your brand, imagine your future**. Harvard Business Review Press.

According to her website, Dorie Clark “has been named one of the Top 50 business thinkers in the world by Thinkers50, and was recognized as the #1 Communication Coach in the world by the Marshall Goldsmith Leading Global Coaches Awards”

Miller, D. (2017). **Building a storybrand: Clarify your message so customers will listen**. HarperCollins Leadership, an imprint of HarperCollins.

Donald Miller’s book is more oriented towards companies and businesses, but his focus on seven universal elements of brand story telling is worth thinking through in the context of your own brand and image.

**Reflect**

The foundation of a strong personal brand is who you are and what you stand for: What drives you and motivates you. What would you like to achieve? This is a good point in the course to reflect deeply on this and how the work you are doing in your internship can inform this discovery and journey.

## Week 8: Week of 7/15/2024

LinkedIn Profile / Resume

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

[SPS Wasserman: **Resume Guidelines and Samples**](https://drive.google.com/open?id=1_NwEjOXuMY4m27l9mWMWf73xIEGtXWpJ)

<https://drive.google.com/file/d/1_NwEjOXuMY4m27l9mWMWf73xIEGtXWpJ/view>

[SPS Wasserman: **Cover Letter Guidelines and Samples**](https://drive.google.com/open?id=1O-VYS8lGee8SXBU3tloNOgYQsXEdyYkN)

<https://drive.google.com/file/d/1O-VYS8lGee8SXBU3tloNOgYQsXEdyYkN/view>

SPS Wasserman’s [**Building a LinkedIn Profile**](https://drive.google.com/open?id=1AIFB_4oqD-Ev3ft5YSKjlr2VtDPKhjZY)

<https://drive.google.com/file/d/1AIFB_4oqD-Ev3ft5YSKjlr2VtDPKhjZY/view>

**10 Ways to Strengthen your LinkedIn Profile.** Talent Adore

<https://talentadore.com/10-ways-to-strengthen-your-linkedin-profile/>

**READ the WSJ article (also can listen to Podcast), “Could ChatGPT help you land your next job?** [**https://www.wsj.com/podcasts/tech-news-briefing/could-chatgpt-help-land-your-next-job/f3271c14-dd56-4691-9f58-b8ac81d9baf0**](https://www.wsj.com/podcasts/tech-news-briefing/could-chatgpt-help-land-your-next-job/f3271c14-dd56-4691-9f58-b8ac81d9baf0)

 Demonstrate

**Discussion Post: LinkedIn Review:** Developing a solid resume and LinkedIn Profile is a critical tool in your toolkit in order to enhance your professional profile, to network, and more directly look for projects and full-time employment.

Many new professionals create LinkedIn profiles without conducting adequate research. In short, they write the profile with little review of other profiles or investigation into expert advice. For this Discussion post, you will review the LinkedIn profiles - and more importantly the experiences that they chose to highlight – of people you already admire and respect, or people who appear to hold the kinds of jobs, or have the sorts of career you are interested in. What qualifications do these professionals empahsize on LinkedIn? What groups do they belong to? What type of responsibilities have they held? From this review create and post your Top Ten List of LinkedIn Learnings.

**[Part 1: Due Sunday, July 21 by 5:00 pm NY Time]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

**How to Write Powerful and Memorable HR Resumes.** by Wendy Enelow and Louise Kursmark

<https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee-development/pages/how-to-create-an-hr-resume.aspx>

Whitten, N. (2005). **Jaw-Dropping Resumes.** PM Network, 19(11), 25.

(Available in the NYU Library Database)

**Project Management Resume Examples** [2020 Guide]

<https://enhancv.com/resume-examples/project-manager-resumes/>

Reflect

Using the guidelines in the readings, the Wasserman Material, and the results of your LinkedIn profile review, conduct a review of your LinkedIn profile. What are the strengths and weaknesses of your profile? What steps are you going to take to improve your profile? What is your timeline for making these improvements/changes?

## Week 9: Week of 7/22/2024

LINKEDIN PROFILE / RESUME

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

*Networking Success*

[**Wasserman Networking: Guide**](https://docs.google.com/document/d/1GFJZBm14wX8EbbjtDVmMsgPM2X8owBug-v6nEmAnokk/edit)

<https://docs.google.com/document/d/1GFJZBm14wX8EbbjtDVmMsgPM2X8owBug-v6nEmAnokk/edit>

**How to Prepare for Your First Networking Event** by Dorie Clark. HBR Ascend

<https://hbrascend.org/topics/how-to-prepare-for-your-first-networking-event/>

Watch the Wasserman Videos on Networking:

[**Networking Success Part 1: Intro to Networking in the US**](https://stream.nyu.edu/media/Networking+Success+Part+1+-+Intro+to+Networking+in+the+US/1_1wvgaz0u/116256671)

<https://stream.nyu.edu/media/Networking+Success+Part+1++Intro+to+Networking+in+the+US/1_1wvgaz0u/116256671>

[**Networking Success Part 2: Navigating In-Person Networking**](https://stream.nyu.edu/media/Networking+Success+Part+2+-+Navigating+In-Person+Networking/1_tmuummj7/116256671)

<https://stream.nyu.edu/media/Networking+Success+Part+2+-+Navigating+In-Person+Networking/1_tmuummj7/116256671>

[**Networking Success Part 3: Business Card to Relationship**](https://stream.nyu.edu/media/Networking+Success+Part+3+-+Business+Card+to+Relationship/1_r8tgnt9z/116256671)

<https://stream.nyu.edu/media/Networking+Success+Part+3+-+Business+Card+to+Relationship/1_r8tgnt9z/116256671>

 **Demonstrate**

**Discussion Post: Networking Email:** Asking people for informational interviews and introducing yourself to potential colleagues or collaborators is a professional skill you need to develop if you want to expand your network and identify possible employment opportunities or work projects that would be a good match for your skills and interests. Often this is done as a follow up to meeting someone at an event, or even “cold-calling” someone you are interested in getting to know. Your assignment is in two parts 1) Identify a list of 10 people you would be interested in networking with professionally, and provide some logic for both how they might be helpful to you, and what connections or points of affinity you might have with them, and 2) draft an email that you could send to one of them, for example via LinkedIn, that a) introduces yourself, b) explains your connection/mutual interest, and c) asks to meet or to connect via LinkedIn. Post in the Discussion feature of Brightspace.

**[Due by Sunday, July 28 by 5:00 pm NY Time]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

**Reveal Your Golden Self**. Networking Rx. AmSpirit Business Connections

<http://networkingrx.libsyn.com/website>, or

<https://pca.st/swdv4sne> (PocketCast)

**How Networking Can Become Your Competitive Advantage.**  Dorie Clark.

<https://dorieclark.com/how-networking-can-become-your-competitive-advantage/>

**Reflect**

Take some time to reflect on conversations you have recently had which have helped you make a connection to another person who could be helpful to you or to material and content which then helped you solve a problem at work, or move a project forward, or helped make a connection. Perhaps you might reflect on when others reached out to you for advice and counsel. How did that feel? Were you willing to help? What made it easier or harder to say yes? How might this reflection inform how you approach others for networking, advice, connections, etc.

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Description automatically generated]() Class Meets synchronously or live on Zoom. #3 Wednesday, July 24th, 2024 at 6:20 PM thru 9:20 PM NYC time.

fx

TBD: During our class, we will work on Personal Branding, discussing ways in which we will discuss some of the key areas by which you can build your personal brand.

## Module 5: Interviewing and Applying for Jobs

## 🡺 Learning Outcome:

**Prepare to apply and interview for jobs in their respective fields of study**

## Week 10: Week of 7/29/2024

LOOKING FOR A JOB

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

[Leveraging Your Internship Experience Webinar](https://stream.nyu.edu/media/Leveraging+Your+Internship/1_5587qs1s): This webinar will be most helpful for students who are coming to the end of an internship and unsure of how to leverage the internship as work experience. Topics include: how to arrange a final meeting with your supervisor, drafting a professional goodbye email, updating your resume, and maintaining connections to help land a job.

*PARS and STARS*

Watch: **How to Answer Behavioral Interview Questions Using the STAR Method (Top 10 Behavioral Questions)**. Don Georgevich

<https://www.youtube.com/watch?v=WSbN-0swDgM>

In this video Don Georgevich reviews 10 of the top questions interviewers often ask – to better understand how you behave in different situations, and he provides examples using the STARs approach i.e. describe the SITUATION or TASK, then the ACTION, then RESULT. [Note: you sometimes see this approach referred PARs ie PROBLEM, ACTION, RESULTS]

*Case Based Interviews*

Watch: **Case Interview with Former McKinsey Interviewer**. CaseCoach

<https://www.youtube.com/watch?v=fuys5fWCxJM>

Some companies like to use case-based interviewing – many consulting firms and some agencies will do this – where you are given hypothetical business cases or business situations to solve. In this video two ex-consultants from the global consulting firm McKinsey & Company, model and discuss a successful case-based interview.

 **Demonstrate**

**Skills Matrix:**

After having reviewed some posted jobs via LinkedIn, then fill in a Skills Matrix, where you can link up the requirements of the posted job and skills you have, and skill you need to develop.

[The Skills Matrix as a Word](https://docs.google.com/document/d/1x35lVkZ6jha-_mOt3j9x-QC4WCWbATWZbSPLPgIsH-4/edit) Document can be found on the Brightspace site, under Assignments.

**[Due Sunday, August 4 by 5:00 pm NYC]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

NYU Wasserman has a great resource to support the Interviewing process with really extensive resources tiered to different levels of experience. It can be accessed at: <https://nyu.biginterview.com/> or you may have to go via Handshake. <https://app.joinhandshake.com/articles/12308>

**Reflect**

This week might be a good time to connect with friends and family and talk to them about their stories and experiences – transitioning into new roles, looking for new jobs, taking on new responsibilities. Find out what they would have done differently or what worked well for them

## Week 11: Week of 8/5/2024

LOOKING FOR A JOB/ VIEW FROM THE RECRUITERS

11A

 **Office Hours: By Appointment**

**Prepare**

*Please review the following resources:*

[Leveraging Your Internship Experience Webinar](https://stream.nyu.edu/media/Leveraging+Your+Internship/1_5587qs1s): This webinar will be most helpful for students who are coming to the end of an internship and unsure of how to leverage the internship as work experience. Topics include: how to arrange a final meeting with your supervisor, drafting a professional goodbye email, updating your resume, and maintaining connections to help land a job.

*PARS and STARS*

Watch: **How to Answer Behavioral Interview Questions Using the STAR Method (Top 10 Behavioral Questions)**. Don Georgevich

<https://www.youtube.com/watch?v=WSbN-0swDgM>

In this video Don Georgevich reviews 10 of the top questions interviewers often ask – to better understand how you behave in different situations, and he provides examples using the STARs approach i.e. describe the SITUATION or TASK, then the ACTION, then RESULT. [Note: you sometimes see this approach referred PARs i.e. PROBLEM, ACTION, RESULTS]

*Case Based Interviews*

Watch: **Case Interview with Former McKinsey Interviewer**. CaseCoach

<https://www.youtube.com/watch?v=fuys5fWCxJM>

Some companies like to use case-based interviewing – many consulting firms and some agencies will do this – where you are given hypothetical business cases or business situations to solve. In this video two ex-consultants from the global consulting firm McKinsey & Company, model and discuss a successful case-based interview.

**Six Steps for a Successful Job Search.** Spencer Stuart

[*https://www.spencerstuart.com/research-and-insight/six-steps-for-a-successful-job-search*](https://www.spencerstuart.com/research-and-insight/six-steps-for-a-successful-job-search)

*Spencer Stuart is one of the world’s largest recruiting, talent, and leadership advisory firms in the world, with strong representation in the US and in many of the industries which programs in the Division support.*

**Final Reflection**

Due for Week 11: This assessment invites you to reflect holistically on your experience this Summer in your

internship and asks you to consolidate some of your learning and insights from that experience. The reflection comes in two parts: 1. Evaluate your progress against your learning objectives, and 2. Provide advice to your future self! Full rubric will be posted on Brightspace.

**[Due Wednesday, August 14th at 10:00 AM ET/NYC Time]**

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

NYU Wasserman has a great resource to support the Interviewing process with really extensive resources tiered to different levels of experience. It can be accessed at: <https://nyu.biginterview.com/> or you may have to go via Handshake. <https://app.joinhandshake.com/articles/12308>

*Explore at your leisure, or if you have time, some additional resources, for example:*

**Recruiting and Attracting Talent. SHRM FOUNDATION**

<https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/documents/recruiting-attracting-talent.pdf>

*A more comprehensive study of the recruiting function and best practices.*

**Reflect**

This week might be a good time to connect with friends and family and talk to them about their stories and experiences – transitionining into new roles, looking for new jobs, taking on new roles.

## Week 12: Week of 8/12/2024

THE FUTURE OF WORK

**Prepare**

*Please review the following resources:*

Jena McGregor. **The Next In Demand Job Title: Head of the Future of Work.** Forbes

[*https://www.forbes.com/sites/jenamcgregor/2022/01/18/the-next-in-demand-job-title-head-of-the-future-of-work/?sh=3efcbee160b8*](https://www.forbes.com/sites/jenamcgregor/2022/01/18/the-next-in-demand-job-title-head-of-the-future-of-work/?sh=3efcbee160b8)

Please review some of the content – either some of the 3-part broadcast series *Future of Work*, or the six-part digital series *Future of Work: The Next Generation*, or the 12-part social media series

**Future of Work.** PBS/WGBH

<https://www.pbs.org/wgbh/future-of-work/>

 **Demonstrate**

Please note. A Final Evaluation from your Internship Supervisor at work is required as well. The School will reach out to your Supervisor, but we often need the help of students to make sure this gets turned in, in a timely fashion.

**Due by August 18th --- please let me know if there are likely to be any delays.**

A Qualtrics form will be sent to you in Week 13 or Week 14 for a quick self-assessment of your performance and activity during the internship

**Explore**

*Explore at your leisure, or if you have time, some additional resources, for example:*

Tavis, A., & Lupushor, S. (2022). **Humans at work: The art and practice of creating the hybrid workplace.** Kogan Page.

*Anna and her colleague Stella Lupushor have a new book on the “trends [..] shaping a new era of distributed and digitally enabled network of workers where the work comes to workers instead of the workers going to work,” according to the publisher. The book and Anna’s research explores how technology, social change, generational forces, etc. have contributed to a radical re-thinking of what constitutes “work”*

**Future of Work Panel Discussion.** PBS/WGBH

<https://www.youtube.com/watch?v=-9sAtCcObCM>

*Kara Miller, executive editor and host of Public Radio’s Innovation Hub hosted this panel discussion highlighting the PBS series Future of Work, followed by a live Q&A with a panel of experts – Brad Hershbein (Upjohn Institute), Karim Lakhani (Harvard), and Susan Lund (McKinsey). The core content, ie after the introductions starts around minute 7:00. [https://youtu.be/-9sAtCcObCM?t=428]*

**Reflect**

Given the many shifts or challenges that face the employees of the future (i.e., you!) that you have heard described in the videos, or the readings, or in the conversations with Professor Tavis – think through what you might prioritize or change about your expectation or practice in the future. How do these discussion and reflection make you think differently about the future of work? What will work look like?

![Icon

Description automatically generated]() Class Meets synchronously or live on Zoom. #3 Wednesday August 14th, 2024, at 6:20-thru 9:20 PM NYC time.

I plan to work with you on role-playing PARS and STARS and providing you an opportunity to reflect back on the context and learnings from your internship experience, especially in the context of your initial goals and objectives.

**NOTES:**

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the* [SPS IDBEA Committee](https://www.sps.nyu.edu/homepage/about-us/idbea/about-idbea.html)).

**New York University School of Professional Studies Policies**

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](http://www.nyu.edu/about/policies-guidelines-compliance.html), [NYU SPS Policies and Procedures](http://sps.nyu.edu/academics/academic-policies-and-procedures.html), and [Student Affairs and Reporting](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html).

2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html). If you are interested in applying for academic accommodations, contact the [Moses Center](https://www.nyu.edu/students/communities-and-groups/student-accessibility/academic.html) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the [Moses Center Portal](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) as soon as possible ([mosescsa@nyu.edu](mailto:mosescsa@nyu.edu) | 212-998-4980).

3. Health and Wellness - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](https://www.nyu.edu/students/health-and-wellness/wellness-exchange.html). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](https://www.sps.nyu.edu/homepage/student-experience/resources-and-services.html).

5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) for the complete policy.

6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus, recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](https://www.nyu.edu/servicelink/KB0018471), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account, but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop

1. This description of types of knowledge mirrors the contribution of Gilbert Ryle to philosophy and epistemology where he speaks of the distinction between "knowing how" and "knowing that." See for example the discussion in O'Sullivan, M. (2017). An Analysis of Gilbert Ryle's The Concept of Mind (1 edition). Macat Library. [↑](#footnote-ref-1)
2. Gottschall, J. (2012). *The storytelling animal: How stories make us human*. Houghton Mifflin Harcourt. [↑](#footnote-ref-2)