

**BUAD-495**  
**Practicum in Business Issues**  
Spring 2022, Section 15127

**Instructor Contact Information**

Katie Nunez, M.S.  
Associate Director, Undergraduate Career Services  
Marshall School of Business  
Undergraduate Programs Office, JFF 201  
213.740.5705  
[katie.nunez@marshall.usc.edu](mailto:katie.nunez@marshall.usc.edu)  
Office hours: by appointment

**Add/drop deadline:** The deadline to drop this class is February 5.

**Withdrawing:** The deadline to withdraw from this class without a mark of W on the transcript is March 5. The deadline to withdraw with a mark of W on your transcript is April 9.

**Course Description:**

BUAD-495 provides an opportunity for students to receive elective credit through a series of independent academic activities concurrently with a pre-professional internship experience. The course is designed to provide insights and tools to help students evaluate their career field of interest by bridging “real world” experiences with academic learning.

The delivery of this course is entirely online and asynchronous through Blackboard.

**Learning Objectives:**

Students enrolled in this course will be able to apply their career development strategies to their internship experience. The course will foster a student’s ongoing career development and career exploration. Upon successful completion of this course, students will be able to:

- Set goals and objectives for their internship
- Reflect on their internship experience guided by course assignments and readings
- Utilize networking techniques with professionals in their field of interest
- Identify and articulate the skills and competencies they gained or honed during their internship

**Internship:**

Students must have secured an internship before registering in BUAD-495. During the academic year, the internship should require a minimum of 8-12 hours per week but should not exceed 20 hours.

**Important Note to International Students:**

International students who have a paid internship offer must register for BUAD 495 and also apply for CPT work authorization from the Office of International Services. To be in compliance with immigration regulations, the internship must be considered an integral part of a student’s degree program; therefore, successful completion of BUAD 495 is required. *Receiving a “no credit” or “no pass” grade in or withdrawing from BUAD 495 will result in ineligibility for future CPT.*

**Official Paperwork Required for Course Credit:**

Students are required to complete an *Internship Evaluation Form* with their internship supervisor and submit it by the first day of finals week. Instructions for returning the evaluation are available on Blackboard.

**Course Expectations:**

The delivery of this course is entirely online and asynchronous through Blackboard. Course information and assignments will be posted and submitted using Blackboard. Forms that require a signature may be emailed to the course instructor. Students must visit Blackboard regularly for class announcements and content. USC email addresses are used to access Blackboard and for all communication between students and the instructor.

**Assignments and Grading Policies:**

A C/NC grade (Credit/No-credit) will be given at the end of the course using the criteria below. To earn credit for the course, you must earn 85 points out of 100 points.

If you withdraw from the class prior to the end of the semester, you must inform the instructor and your internship site. If your internship site requires enrollment in an internship course, they will receive notification from the instructor that you cannot continue as an intern.

**All assignments must be submitted electronically through Blackboard.** If you experience any technical difficulties with Blackboard, visit the USC Blackboard Help for Students website at <http://studentblackboardhelp.usc.edu/> or contact Blackboard support at (213) 740-5555.

Points Possible	Assignment	Due Date
5	Virtual Introduction	January 13
5	Personal Internship Expectations + Goal Setting Worksheet	January 20
5	Elevator Pitch	February 10
15	Informational Interview and Reflection	February 24
10	LinkedIn and Online Presence	March 3
10	Observation Exercise and Reflection	March 10
15	Updated Resume	April 14
15	Skills Narrative Application	April 21
15	Reflection Paper: Self-Evaluation	April 28
5	Employer's Intern Evaluation	April 28

**100 points total****Late Assignments**

Late assignments will automatically receive a **deduction of half the total points** for the assignment. Please make sure to note all deadlines on your calendar and turn all assignments in on time. You should not expect to receive reminders about due dates.

**Open Expression and Respect for All**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)."

## **Academic Integrity**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

For more information about academic integrity see the [student handbook](#) or the [Office](#) of Academic Integrity's website, and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution.

## **Students and Disability Accommodations**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*

[eeotix.usc.edu](https://eeotix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplcity.com/care\\_report](https://usc-advocate.symplcity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*

[osas.usc.edu](https://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](https://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)*

[chan.usc.edu/otfp](https://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**BUAD 495**  
**MODULE 1: GOAL SETTING**

**READINGS:**

- Brothers, Laura (n.d.). How to Master Your Summer Internship. The Muse. Retrieved from <https://www.themuse.com/advice/how-to-master-your-summer-internship>
- Zetlin, Minda. (2019, July 29). 9 Things Every Intern Must Make Sure to Do. Inc. Retrieved from <https://www.inc.com/minda-zetlin/internship-summer-fall-interns-success-tips-advice.html>
- [Marshall Undergraduate Career Services Guide: Virtual Internships: How to Maximize this Experience](#)

**DELIVERABLES:**

**Virtual Introduction (Due via Blackboard on Friday, January 13 – 5 Points)**

- Please submit a brief paragraph about yourself and your internship. The “tell me about yourself” question is one that you will find yourself answering in many situations. It is the most frequently asked interview question, so it is good to prepare yourself and practice through this assignment.

**Personal Internship Expectations (Due via Blackboard on Friday, January 20 – Combined 5 Points)**

- For this exercise, write a paragraph on what your expectations are for your internships. Use the following questions to guide and complete the assignment:
  1. What kind of experience are you hoping for?
  2. What projects do you anticipate working on?
  3. How do you expect your supervisor and co-workers to interact with you?
  4. What do you expect your greatest challenge would be?
  5. What do you hope to learn?

**Goal Setting Worksheet (Due via Blackboard on Friday, January 20<sup>th</sup> – Combined 5 Points)**

- Please complete the Goal Setting Worksheet by identifying 5 goals you wish to achieve while in your internship. Read the “OVERVIEW OF GOALS and GOAL SETTING” to get information on how to develop your goals.
- *Once you have completed the worksheet, please take time to sit down with your supervisor to review your goals. This will allow you to get further clarification on what is expected of you and if your goals align with what they hope you contribute to your role. It would be ideal to review your goals with your supervisor before submitting them so plan ahead and schedule a time in advance.*

**BUAD 495**  
**MODULE 2: NETWORKING**

Everyone talks of how important networking is to successfully manage your career. So, what is networking? The definition is simply *“building and maintaining courteous, positive mutually beneficial relationships.”* Networking is a critical component of building your professional network. Developing effective networking skills is an important set of skills to own and hone. As a student, and particularly as an intern, you are in a great position to connect with people. People are usually very open to speaking with students who are eager and sincere about learning. Internships provide an amazing opportunity for you to build your professional network. This module is intended to provide you with tools and tips you need to not only have a meaningful, productive internship but will also help you expand your network. As they say, “Your Network is your Net Worth.”

**READINGS (5):**

- [Marshall Undergraduate Career Services Resource Guide: Elevator Pitch](#)
- [Marshall Undergraduate Career Services Resource Guide: Informational Interviews](#)
- Bertagnoli, Lisa. (2021, May 13). Professional Networking: How to Build and Use a Network. Built In. Retrieved from <https://builtin.com/career-development/professional-networking>
- Hansen, K. Elevator Speech Do’s and Don’ts. Quintessential Careers. Retrieved from [http://www.quintcareers.com/elevator\\_speech\\_dos-donts.html](http://www.quintcareers.com/elevator_speech_dos-donts.html)
- [Additional suggested reading: The 20-Minute Networking Meeting: Graduate Edition by Nathan A. Perez and Marcia Ballinger, PhD.](#)
- Porat, Eric. (2020, December 17). How to Improve Your Networking Skills in 2021. Vault. Retrieved from <https://www.vault.com/blogs/networking/how-to-improve-your-networking-skills-in-2021>
- To network with USC alumni, join The Trojan Network by visiting <https://usc.peoplegrove.com/>

**DELIVERABLES:**

**Elevator Pitch: (Due via Blackboard on Friday, February 10 – 5 Points)**

The purpose of this assignment is to help you create a strong, effective Elevator Pitch. An Elevator Pitch is a brief monologue that concisely describes your qualifications, strengths, accomplishments, and future goals relevant to the internship, job, or project that you desire. You can utilize it in interviews, informal or formal gatherings, or presentations. Review the above Marshall Elevator Pitch Guide for more information on how to create an effective elevator pitch and introduce yourself.

Though you can certainly stick with the standard, *“Hello, my name is Tammy Trojan and I am a rising Junior at the USC Marshall School of Business. I am currently interning at Mattel where I am working ...,”* I would encourage you to consider more innovative and dynamic ways to approach the conversation.

Say your pitch out loud, even record yourself and play it back. Try to keep your pitch to under one minute, preferably 45 seconds to start.

- Once you have created your pitch, please upload the text of your pitch, as well as a brief video of yourself giving your elevator pitch to Blackboard.

**Informational Interview and Reflection: (Due via Blackboard on Friday, February 24 – 15 Points)**

The purpose of this assignment is for you to understand different roles within the organization where you are employed and practice your informational interviewing skills. This is also a great opportunity to start building up your professional network. Now that you have been with your company for a few weeks, you should

definitely be networking with company employees. Think about the upper management that you may come in contact with or middle managers that you have met and even the executive assistant in the neighboring department. Ask to sit down with them for a 20-minute interview. You'll want to give them plenty of advance notice so get started early. Review the Marshall Informational Interview Guide and come up with a list of questions that will help you understand their career path, their impression of the company and whatever else you would like to learn more about.

- Submit the questions/answers from your interview (this means you will need to take notes!).
- Reflect on what you found most interesting or unexpected about your interview and write up a 400-500 word reflection of the interview as a separate document. If you work at a small company, such as a start-up or production company, and you are unable to identify someone within your company consider interviewing someone outside your internship. Possibly a Trojan alumni (via Linked-in) who has experience in your industry of choice. It's never too early to start building connections.
- You will submit two separate documents for this assignment – your questions and answers from the interview will be one component and your 400-500 word reflection of your interview will be the second component.

### **MODULE 3: LinkedIn and Online Presence**

Having an online presence is a critical component of your professional development. Your online presence should be one that is professional, informative and engaging. LinkedIn has become the online platform for working professionals. A profile on LinkedIn enables you to present your experiences, credentials, skills and interests to other professionals and possible employers. LinkedIn is fast becoming recruiters' source of talent. However, it is more than a recruitment/job seeking tool. It is also a means to build your professional network and reputation. It could also serve as a business development/sales tool. Having an effective LinkedIn profile and knowing how to use the platform's many applications is valuable resource. Marshall Undergraduate Career Services offers the LinkedIn Guy's Master Class to business majors to learn how to better utilize this important resource. Access this course through the resource section in Handshake.

#### **READINGS:**

- Doyle, Alison. (2020, October 14). How to Create a Professional Brand. The Balance Careers. Retrieved from <https://www.thebalancecareers.com/how-to-create-a-professional-brand-2059761>
- McCord, Sara. (How to Write LinkedIn Messages that Actually Get Read. The Muse. Retrieved from <https://www.themuse.com/advice/how-to-write-linkedin-messages-that-actually-get-read>
- [The LinkedIn Guys – Profile Checklist](#)

#### **DELIVERABLES:**

**(Due via Blackboard on Friday, March 3 – 10 Points)**

1. If you don't have a profile, make one! If you have one, update it.
  - a. **Submit the link to your LinkedIn profile.**
2. Identify 10 alumni from your areas of interest, pick one that you might reach out to and draft a message that you might send to them to connect.
  - a. **Submit the draft of your outreach message on Blackboard.**

**BUAD 495**  
**MODULE 4: CORPORATE CULTURE**

The purpose of this module is to help you consider and evaluate, through thoughtful observation, the kind of work environment or culture in which you currently work, and to further weigh the elements of corporate culture that are most important to you as you seek out future full-time job opportunities.

Research varies widely on how culture is defined, but a few examples include:

- Culture expresses goals through values and beliefs and guides activity through shared assumptions and group norms. (Groysberg, 2018)
- Culture is the tacit social order of an organization: It shapes attitudes and behaviors in wide-ranging and durable ways. Cultural norms define what is encouraged, discouraged, accepted, or rejected within a group. When properly aligned with personal values, drives, and needs, culture can unleash tremendous amounts of energy toward a shared purpose and foster an organization's capacity to thrive. (Groysberg, 2018)
- Company culture can be difficult to put into words, but it is oftentimes synonymous with your business environment. The employees you hire, the office rules you set, the way you do business, and the values that guide you make up company culture. (Kappel, 2018)

The readings in this week's module further elaborate on the idea of "culture", how it is defined, how to investigate it as a potential employee, and the important role it can play in contributing to a company's success.

**READINGS:**

- DePaul, Kristi. (2020, November 30). How to Find Out if a Company's Culture is Right for You. Harvard Business Review. Retrieved from <https://hbr.org/2020/11/how-to-find-out-if-a-companys-culture-is-right-for-you>
- Doyle, Alison. (2020, September 17). What is Company Culture? The Balance Careers. Retrieved from <https://www.thebalancecareers.com/what-is-company-culture-2062000>
- Schultz, Sarah. (2021, February 1). 13 Questions you should ask to understand if a company cares about diversity, equity, and inclusion. Scouted.io. Retrieved from <https://scouted.io/blog/companies/13-questions-you-should-ask-to-understand-if-a-company-cares-about-diversity-equity-and-inclusion/>

**VIDEO**

- <https://hbr.org/video/5686668254001/the-8-types-of-company-culture>

**DELIVERABLES:**

**Observation Exercise and Reflection: (Due via Blackboard on Friday, March 10 – 10 Points)**

- The purpose of this assignment is to help you develop an awareness of the culture that exists at your workplace, in addition to giving you an opportunity to consider the type of work environment you seek in future full-time employment. Complete the observation exercise and then summarize your observations and reflections in an essay no longer than 300 words. Upload both the observation exercise, as well as your essay statement directly to Blackboard.



**BUAD 495:  
MODULE 5 – CREATING YOUR CAREER NARRATIVE**

**READING/REFERENCE MATERIALS TO REVIEW:**

- [Marshall Undergraduate Career Services Resource Guide: Marshall Resume Guide](#)
- [Marshall Undergraduate Career Services Resource Guide: Resume Samples](#)
  - [Samples for Accounting, BCA, and WBB](#)
- [Marshall Undergraduate Career Services Resource Guide: Resume Template](#)
- Gerson, A. (2017, June 5). How to Write Resume Bullets That'll Make the Hiring Manager Pay Attention. The Muse. Retrieved from <https://www.themuse.com/advice/how-to-write-resume-bullets-thatll-make-the-hiring-manager-pay-attention>
- Skillings, Pamela. (n.d.). Behavioral Interview: Tips for Crafting Your Best Answers. Big Interview. Retrieved from <https://biginterview.com/behavioral-interview/>

**DELIVERABLES**

The purpose of these assignments is to ensure that you capture your recent internship experience effectively in your mind and learn how to articulate the unique skills that you've acquired as a result to a potential future employer. Though it is important to carefully craft the bulleted explanations on your resume, it is just as important (if not more so) to be able to explain what you learned or contributed in specific detail, beyond what is listed on your resume. These assignments will give you an opportunity to update both your written experience (resume) and a more detailed explanation (for use in interviews) of hard and/or soft skills that you learned during your internship.

**Updated Resume (Due via Blackboard on Friday, April 14 – 15 points)**

Now that you have completed your internship, reflect back on what you learned and add key projects, responsibilities, and outcomes to your resume. Where possible, make sure to highlight particular achievements/contributions and any qualitative or quantitative impact that you made. As much as possible, tie the description of your responsibilities/projects to a particular outcome or projection. Review the attached guide on writing effective resumes. Pay specific attention to the section on how to craft a well-written bullet point. You should add at least 3 bullets to your resume under this internship. Submit your resume in a PDF file to preserve your formatting. In addition to adding new content based on your recent internship, you will also be given points based on consistency in formatting. Make sure you include dates and locations for each experience. Your resume should be only one page! If you have more experience and you start to run over one page, you will need to start looking at how to thoughtfully edit down older experiences, or perhaps minimize/take off certain leadership or volunteer opportunities that are less relevant to your field. See sample resumes attached for reference.

**Skills Narrative Application- See Example (Due via Blackboard on Friday, April 21 – 15 Points)**

Write a list of hard (technical) and soft (interpersonal/communication) skills that you acquired or further developed during your internship. Then choose at least two of these skills to highlight. You may combine skills or group them together where appropriate. For each of these skills, write down a story or specific example of a project or encounter where you utilized this skill during your internship this summer (approximately 250-500 words). Describe why the skill is important in your field, what the situation was, how you used it, and the outcome. What type of interview question might you be able to use this story as an example for in a future job or internship interview? Why would this skill be valuable to a future employer? What do the types of examples (skills) you chose to highlight say about you and what you value? See example attached.

**BUAD 495**  
**MODULE 6 EVALUATION/REFLECTION:**

**READINGS:**

- Davies, Katrina. (n.d.). 12 Pieces of Advice for New Grads that Everyone Should Take. The Muse. Retrieved from <https://www.themuse.com/advice/12-pieces-of-advice-for-new-grads-that-everyone-should-take>
- Williams, Mark. (2021, June 1). Getting Started: Career Advice for College Graduates. LinkedIn. Retrieved from [https://www.linkedin.com/pulse/getting-started-career-advice-college-graduates-mark-williams/?trk=read\\_related\\_article-card\\_title](https://www.linkedin.com/pulse/getting-started-career-advice-college-graduates-mark-williams/?trk=read_related_article-card_title)

**DELIVERABLES:**

**Reflection Paper: Self-Evaluation (Due via Blackboard on Friday, April 28 – 15 points)**

- The purpose of the reflection paper is to give you the opportunity to think about the work you have accomplished and the goals you set. It also gives you a space to assess your experience; how it has influenced how you see your career development, and the realities of working in the functional area of your internship. Please use the guiding questions below to complete the paper.

**The paper should be 2-3 pages in length.**

**Goals:**

1. Were you able to achieve your internship goals? Please describe and give examples.
2. Were there any goals that you were unable to achieve? Why do you think you were unable to do so?
3. Were the goals effective in motivating you?
4. Are there other goals that may have been a better fit?
5. Should you use this goal again?
6. How did the internship experience relate to your personal, professional, and educational goals?

**Self-Reflection:**

1. What strengths of knowledge, skills, and experience did you bring to the internship?
2. How did your internship contribute to your own personal and professional development?
3. How has your internship experience influenced your professional direction/career goals?
4. What were some of the professional relationships you built and how did you participate in networking opportunities?
5. How has your awareness of the organization and/or the functional area expanded or changed?
6. How has this internship been valuable for you?

**Evaluation and Feedback:**

1. What was your overall evaluation of the internship, including the wisdom and insights gained?
2. What were the highlights of your internship?
3. What recommendations would you give to improve the internship experience, as it relates to your internship site and supervisor?

### **Intern Evaluation by Employer (Due via Blackboard on Friday, April 28 – 5 Points)**

- The purpose of this assignment is to develop an understanding of your internship accomplishments and reflect upon areas for continued growth.
- The internship evaluation form is located on Blackboard. It will be a fillable PDF you can email to them. Give them ample time to complete the form before the deadline.
- Before submitting, you should sit down with your supervisor and ask for feedback using the evaluation. Get started early by scheduling a time to meet in advance.