

**Human & Organizational
Development**

**A Handbook
For Supervisors**



Vanderbilt University

**Because ...
Experience Really Is The Best Teacher**

TABLE OF CONTENTS

I. Human & Organizational Development Description	1
II. Role of the Supervisor	2
III. General Internship Information	3
IV. Tips for a Successful Internship.....	5
V. Administrative Information	
Seminar Information	6
Contact Information	6-7
VI. Appendix	
Internship Curriculum.....	9
The Learning Plan.....	11
Sample <i>Learning Plan Form</i>	12
Performance Evaluation and Feedback	16
Sample <i>Work Schedule Form</i>	19

Human & Organizational Development Peabody College, Vanderbilt University



◆ The HOD Program

The Human and Organizational Development Degree is the largest undergraduate major at Vanderbilt University. It prepares students to find innovative solutions to human problems in organizations and communities. Our core curriculum in this multidisciplinary program focuses on understanding human development and behavior in organizations and developing the skills to function effectively in group and organizational settings: understanding, helping, motivating, and managing people. The educational philosophy of the program emphasizes experiential learning and connecting academic knowledge and theories to personal and professional practice. We want students to be able to use classroom learning to solve real world problems. The curriculum moves the students' focus from internal to external as they progress through the course work, expanding their perspective as they gain maturity, advance their developmental level, and build life experiences. The Liberal Arts Core is an important part of the curriculum since it will help them become critical thinkers and a more well rounded person. Using an integrated, building block approach, the course work each semester builds upon the previous, ultimately culminating in the semester long internship experience. The internship is a capstone course in the program that integrates everything the student has learned at Vanderbilt and challenges the student to apply it to the "real world." The students graduate with skills in: team processes, conflict resolution, critical thinking & decision-making, interpersonal communication, problem-solving, leadership, public speaking & writing, project management, computer skills.

◆ The Internship Experience

The internship is the culminating event in the student's undergraduate experience. It allows the students an opportunity to apply and strengthen their skills in an organizational setting. In the second semester of their junior year or during the senior year, students are required to complete a one-semester, full-time internship. It is the ultimate test of whether they can use what they have learned at Vanderbilt "in real life" and "on the job." Interns work four days each week and spend the fifth day in seminars designed to help them process and connect the work experience to their earlier classroom learning. Internship placements are available in seven cities: Atlanta, Chicago, New York, San Francisco, Washington, D.C., Nashville, and London, England.

The Role of the Supervisor: Making the Most of the Experience



◆ Mentoring HOD Interns

There are many benefits to sponsoring an HOD student in an internship; a fresh perspective with new ideas, reduced workload, public relations, to name a few. However, as the student's supervisor, you play a critical role in the success and quality of the experience for both the organization and the student. You are helping the intern make the transition from student to professional employee. The learning opportunities, advice, and guidance you provide will serve as the foundation for the intern's future workplace experiences. In this capacity, you are asked to provide ongoing supervision and help the student formulate goals and activities for the experience. There are several key processes that will require your involvement.

◆ Internship Schedule

Your intern is required to spend a minimum of 32 hours per week at the internship site. Please plan to meet with your intern during the first week to negotiate his/her work schedule and complete the **Internship Work Schedule Form**, which will be provided by the student. Supervisors and students may negotiate any schedule as long as it does not conflict with the internship seminar or put the student in an unsafe situation. However, the deliverables for the seminar course work can be very time demanding, so a schedule that exceeds 32 hours per week can create an extremely stressful situation for the student.

Attendance at the weekly, half-day seminar class is mandatory for all interns. An extension of the time beyond the scheduled end date can be negotiated between the student and the organization; however, he/she will not be a representative of the HOD program or Vanderbilt University during that extended time.

◆ Time Off and Breaks

We expect you to treat your intern like an employee, so students should follow established policies to address necessary personal time off, emergencies, and sickness. Although we do not expect students to make up hours due to illness, the student should arrange with the supervisor to make-up any other missed hours. You should discuss your organization's policy/expectations regarding calling in sick, etc... when you complete the *Work Schedule Form* with your intern.

◆ Learning plan

All students are required to complete a learning plan to help them focus and maximize their learning experience. Students will meet with their supervisors during the first week of the internship to discuss the knowledge, skill and professional objectives they have for their internship. These objectives should be based on the students' interests and should fit within the boundaries of the organization and field. Students will review and revise objectives throughout the semester. Additional information and a sample form can be found in the appendix.

◆ Performance Evaluation & Feedback

Supervisors will evaluate the intern's performance and achievement of objectives twice during the internship and we ask that you meet with the student to discuss each evaluation. This is a learning experience for the student and the feedback you provide is extremely valuable to their professional development and success. The form includes a rating but the important part of the evaluation is the narrative. so please provide an honest assessment, with suggestions and advice. An honest evaluation helps students develop the skills needed for future success. These evaluations are submitted to internship faculty, but are **not graded** and won't impact the student's academic performance. Additional information and a sample form can be found in the appendix.

◆ Professionalism

We expect our students to behave in a professional and responsible manner. This includes adhering to the dress code of the organization. The supervisor should share this policy and/or expectation with the student before or during the first day on site. If your intern does not meet your expectations in any of these areas, please provide specific feedback outlining areas for improvement. Remember, this is a transition period for the students. Your feedback will help them develop successful workplace habits for the future. If you do not see improvement, please contact the HOD Internship Director. As stated earlier, we expect you to treat your intern as you would an employee. If the intern's performance is below standard, and he/she is not responding to corrective feedback, we may have to consider dismissing the intern.

◆ Academic Coursework

All students will receive academic credit from Vanderbilt University for their internship. Their grade is based upon their performance on the weekly seminar deliverables. However, your involvement and support can contribute to their success so it is important for you to understand the key academic requirements, especially

the senior project. The senior project plays a significant role in the students' development and is a major component of their internship experience. Additional information about the senior project process and the other key components of the curriculum is provided in the appendix. Student's **should not** expect nor request permission to accomplish academic coursework at their worksite, with the exception of the senior project.

◆ **Internship Program Supervision**

An HOD internship faculty member will contact each supervisor to ensure the internship is progressing satisfactorily. A Vanderbilt faculty member will conduct a site visit with all placements to discuss the student's experience as well as the organization's future need for interns. Please don't hesitate to contact us if you have questions or concerns – 615/322-8273.

Tips for a Successful Internship



- ◆ **Involve** the interns in planning their projects and tasks. Solicit feedback from them and encourage them to discuss ideas with you.
- ◆ **Balance** the amount of administrative work and direct-service work given to the intern.
- ◆ Give your intern **challenging tasks** with the understanding that they should ask questions and seek assistance as they need it.
- ◆ Create tasks and projects that have a **clear beginning and end**. This allows interns to gain a **sense of accomplishment** and allows them to visualize the “larger picture.”
- ◆ Rotate intern’s tasks or provide for a **variety** of tasks within a given project. This allows for a more **well rounded** internship.
- ◆ Encourage interns to participate in any **staff training** or **professional development activities** you offer your staff.
- ◆ Treat interns as **members of your staff**. When appropriate, allow them to **attend staff meetings and events**.
- ◆ Involve other staff members in **training** interns or **suggesting possible projects** for them.
- ◆ Always provide **immediate feedback (positive and constructive)** when interns complete tasks and projects.

Administrative Information



Seminar Information

<u>City</u>	<u>Faculty</u>	<u>Seminar Time</u>
Nashville	Dr. Victoria Davis	Mondays, TBA
Atlanta	Dr. Valeria Moore	Mondays, 5:30 – 8:30 pm
Chicago	Dr. Victoria Davis	TBA
London	Dr. John Hindle	Mondays, 5:30 – 8:30 pm
New York	Dr. Marc Chun	Mondays, 5:30 – 8:30 pm
San Francisco	Dr. Susan Kuner	Mondays, TBA
Washington D.C.	Dr. Victoria Davis	Mondays, TBA

Contact Information

Nashville

HOD Internship Office – Mildred Tyler, Secretary

Vanderbilt University
Box 90, Peabody College
Nashville, TN 37203
Phone: 615-322-8273
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New York City

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London

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Phone: 44 (0) 7788 678 606



APPENDIX



The Internship Curriculum A General Overview



Students attend a weekly seminar to integrate classroom learning with their on-site experience. The seminar provides the learning infrastructure for the internship and helps link classroom learning to the organizational dynamics the interns experience on-site. This coursework is an assessment of the core competencies and skills of the degree and the academic credit students earn is awarded for the seminar deliverables. One of the challenges students may face is budgeting their time and balancing work, academic, and personal demands. The rationale for limiting internships to 32 hours/week is to allow students time to prioritize coursework and extracurricular activities when necessary.

Major seminar deliverables include:

◆ Learning Portfolio

This deliverable is linked to the student's learning plan. The portfolio provides evidence that each objective in the learning plan has been successfully achieved. Throughout the semester, interns collect examples of professional projects and tasks they completed during their internship. Portfolio items may include: writing samples, desktop publishing samples, spreadsheets, annotated bibliographies or readings related to the field, skill checklists, performance evaluations, letters of recommendation, a resume, etc. These are brought together into a professional quality portfolio that could be used to demonstrate learning during future job searches and interviews.

◆ Organizational Analysis Reports

One of the keys to success in any organization is the ability to assess the effectiveness of organizational processes and identify opportunities for improvement. As this is one of the core competencies of the HOD program there are several small assignments that culminate into a organizational analysis report. This report presents the student's analysis of strengths, weaknesses, obstacles, and threats facing the organization, including the impact of the external environment.

◆ Senior Project

The senior project is the most time intensive and significant internship deliverable. The senior project serves two purposes: to meet a need or solve a problem for the internship organization and to allow the students to create a piece of professional work that they can add to their portfolio. The project should be a unique and useful product that will benefit both the organization and advance the intern's skills. The project may be a distinct portion of a larger, long-term organizational project; however, the project should be substantive, professional, and original work. The senior project is due at the end of the internship, however, there are several deliverables associated with the senior project. They are components of a typical project management process. Your intern should meet with you to discuss a senior project idea a few weeks into the internship.

◆ Senior Project Proposal Memorandum

Selling ideas is an important skill in the workplace, so interns demonstrate this skill through a project proposal memo. It is persuasive in nature and provides a rationale and support for their senior project idea. The supervisor is required to initial the memo before it is submitted to the internship faculty. This allows the internship faculty to know the project idea is acceptable to the organization.

The following are examples of past senior projects:

- a proposal to reduce the overcrowded jail docket in a county court system
- a sales training program for a bank
- a webpage for a country music artist
- an informational brochure for new financial clients
- a customer survey for an arts marketing project
- a business plan for a new venture
- a plan for a domestic violence workshop for state employees
- a handbook for the small investor at a stock brokerage firm
- an analysis of education reform in the state of Tennessee
- a marketing survey and demographic analysis used to market adult contemporary music for a record company
- a grant proposal for a family support program in the public defender's office
- an evaluation of the effectiveness of total quality management principles implemented at a local convention center
- a Spanish language legal handbook for the Public Defender's Office

The Learning Plan: Setting Learning Objectives For The Internship



The learning plan, sometimes called a learning contract, is a tool for self-directed lifelong learning. This plan provides the structure and direction for the student's personal learning. In organizations they are often called personal or professional development plans. The learning plan helps the intern determine what he or she wants to learn from the internship and gives the student a focus in negotiating the internship duties and activities with their supervisor. Like any successful plan, the learning plan contains clearly stated learning objectives, a corresponding strategy (set of activities) and a means of evaluating accomplishments.

The intern will draft the learning plan and schedule a meeting with you to review the plan and make necessary revisions. This meeting will provide an opportunity for you to hear about the student's personal goals and interests. Your role is to provide a reality check: has the student selected learning objectives and strategies that can be achieved within the boundaries of the internship? Have they taken the broad look at all the internship has to offer? Students may have a limited understanding of the organization's business and all the learning opportunities that may be available. In this meeting you can help them gain a deeper understanding of the organization and help them plan for a rich and rewarding internship experience.

It is important to note that the learning plan is a living document and can be revised throughout the internship as goals and activities change. The students are required to submit a mid-term revision but they can adjust their learning plan anytime it is necessary.

HUMAN & ORGANIZATIONAL DEVELOPMENT PROGRAM INTERNSHIP LEARNING PLAN

INTERN: _____

SUPERVISOR: _____

ORGANIZATION: _____

Setting Internship Objectives should be a collaborative process resulting in an outcome that meets the needs of the intern, the supervisor and the sponsoring organization.

JOB DESCRIPTION:

KNOWLEDGE OBJECTIVES

1) **Objective** (*What do you want to learn about?*):

Strategies (*What activities/resources will help you to learn?*):

Evidence (*What concrete proof will illustrate achievement of this objective?*):

Target Date (*By when will you have achieved this objective?*):

2) **Objective:**

Strategies:

Evidence:

Target Date:

3) **Objective:**

Strategies:

Evidence:

Target Date:



SKILL OBJECTIVES

1) **Objective** (*What do you want to learn how to do?*):

Strategies (*What activities/resources will help you to learn?*):

Evidence (*What concrete proof will illustrate achievement of this objective?*):

Target Date (*By when will you have achieved this objective?*):

2) **Objective:**

Strategies:

Evidence:

Target Date:

3) **Objective:**

Strategies:

Evidence:

Target Date:

PROFESSIONAL OBJECTIVES

1) **Objective** (*What professional competencies do you want to gain?*):

Strategies (*What activities/resources will help you to learn?*):

Evidence (*What concrete proof will illustrate achievement of this objective?*):

Target Date (*By when will you have achieved this objective?*):



2) Objective:

Strategies:

Evidence:

Target Date:

3) Objective:

Strategies:

Evidence:

Target Date:

These objectives should be periodically reviewed and modified as necessary. The intern's ability to achieve these objectives will become the basis of his or her performance evaluation.

Intern's
Signature _____ **Date** _____

Supervisor's
Signature _____ **Date** _____



Performance Evaluation and Feedback



The HOD interns, like any employees, function most effectively when their performance is managed explicitly through the structure of the performance management system components: performance planning, performance coaching, and performance evaluation. Performance evaluation and feedback is critical to achieving peak performance. For many interns, this experience is their introduction to “the world of work.” They need specific feedback about their professional skills and competencies on a regular basis. It is a good idea to schedule a regular weekly meeting with your intern to discuss his or her performance and changes in goals or activities.

The HOD Internship performance evaluation process has two formal components: a formative evaluation conducted at the internship’s midpoint and a final summative evaluation when the internship has been completed. This evaluation process mirror the performance evaluations processes used in many organizations. The formative evaluation provides the student with constructive feedback for growth and development throughout the rest of the internship. It includes a self-assessment component as well to ensure the students develop the ability to realistically assess their own performance. The summative final evaluation gives the student a sense of how well they performed overall. **Please make your feedback as specific as possible and cite specific examples of the intern’s performance to support your assessment. Written explanations of the numerical ratings are a particularly important piece of feedbacks.** The students’ grades **will not** be affected by these evaluations so you do not need to feel you must protect interns by rating them higher than their performance warrants. Less than honest feedback **will not** result in quality learning for the student.

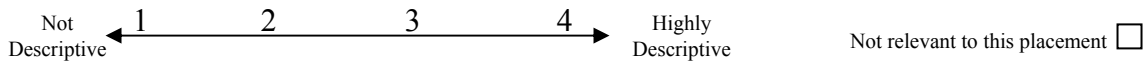
Your intern will provide a blank evaluation form halfway through the internship and again at the end of the term. When you have completed the evaluation form please schedule a meeting with your intern to discuss your assessment. It is important that the intern have an opportunity to discuss the evaluation with you. The meeting allows both you and your intern to clarify particular aspects of performance and develop a strategy for performance improvement. The interns will submit signed evaluation forms to the appropriate Vanderbilt faculty member. This form has been designed for a broad range of internship placements. Please feel free to modify the form or use an internal performance evaluation form from your organization. Again, our objective is to document performance and provide the interns with constructive feedback.

Student Name _____

Internship Final Performance Feedback

Instructions: Performance feedback is one of the most important things you can provide your intern. All exceptional performers, from the Olympic Athlete to the star team member in the office, owe much of their success to the feedback they received from coaches and peers. The feedback you offer helps interns develop the competencies they need to excel in their careers. For each competency statement, indicate the level to which it describes the intern's performance, providing examples of actions and behaviors to explain and support your rating. The competencies on this evaluation were chosen because they are valued success indicators in most occupations. On rare occasions a competency may be irrelevant (i.e., no opportunity for teamwork) but for most internships we would expect all competencies could be evaluated.

Commitment to Task: Ability to start and persist with a course of action, exhibiting a sense of urgency and high level of motivation; willingness to make personal sacrifice to reach goals; sees projects through to completion.



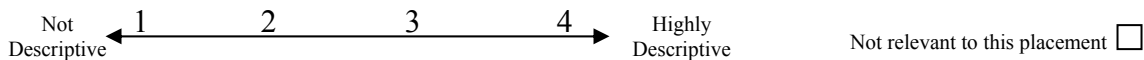
Examples:

Relationship Management: Ability to develop rapport with others; recognizes other's concerns, feelings, and issues; builds and maintains associations built on trust; helps others; takes actions to fit into the team and bring others into the team as well.



Examples:

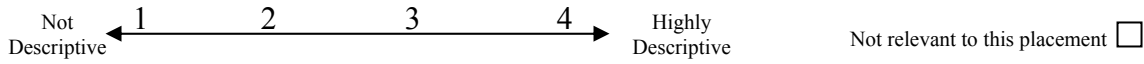
Teamwork: Participates in team activities; displays enthusiasm and promotes a friendly group working environment; works closely with other departments, as necessary; supports group decisions and solicits opinions from coworkers; displays team spirit.



Examples:

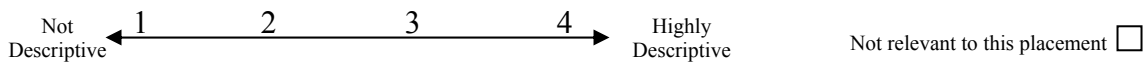


Flexibility: Able to remain open-minded and change opinions on the basis of new information; able to perform a variety of tasks and change focus quickly as demands change; manage transitions effectively from task to task; works well and prioritizes under pressure.



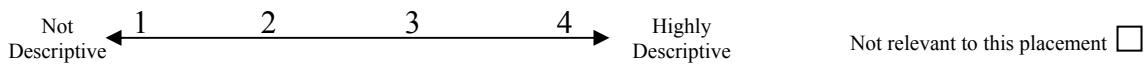
Examples:

Initiative: Self-starter who initiates tasks and suggests improvements/changes; identifies problems and opportunities and seeks solutions; undertakes additional responsibilities and responds to situations as they arise without supervision.



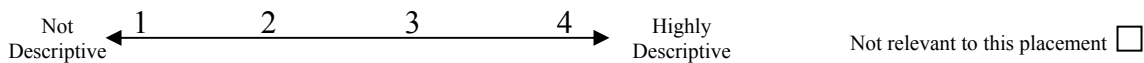
Examples:

Quality: Maintains high standards despite pressing deadlines; establishes high standards and measures; “does it right the first time”; edits and inspects work for mistakes; demonstrates accountability and commitment to projects, from mundane to challenging.



Examples:

Project Management: Demonstrates ability to manage project through all phases; able to develop basic work plan; organizes resources to accomplish project tasks; coordinates project tasks/requirement effectively with co-workers and other departments; ensures project tasks are completed, on time, within budget and to the project specifications; produces high quality product that meets organizational need.



Examples:



HOD Internship Work Schedule Form

Student Information

Student Name	
Student E-Mail Address	
Student Phone Number	() -
Student Local Address	
Student Permanent Address	
Emergency Contact (Name)	
Emergency Contact Relationship	
Emergency Contact Phone Number	() -

Internship Site Information

Internship Site	
Internship Site Address	

Supervisor On-Site Information

Internship Site Supervisor Name	
Internship Site Supervisor Title	
Internship Site Supervisor E-Mail Address	
Internship Site Supervisor Phone Number	() -
Internship Site Supervisor Mailing Address	

Student On-Site Information

Student On-site Phone Number	() -
Student On-site Fax Number	() -

Student Work Schedule

Days and times (total 32 hours per week) that will be spent on site (e.g., "8:30 am - 5:30 pm"):

Mondays	
Tuesdays	
Wednesdays	
Thursdays	
Fridays	

I have discussed with my supervisor the procedures I should follow in the event that I am sick or will be late. (Supervisor Initials)

I have provided my supervisor with a copy of this form so she/he has my contact information. (Supervisor Initials)

Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____





Human & Organizational Development

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