

SPELMAN COLLEGE

Fall 2014

SYLLABUS¹

Management 401 (CRN # 62364), Women in Management and Entrepreneurship, Cosby LL 29

Tuesday and Thursday, 09:25 AM to 10:40 AM

Professor: Dr. Angelino C. G. Viceisza

OFFICE HOURS AND CONTACT INFORMATION

Office Hours: Tuesday and Thursday, 08:00 AM to 09:15 AM and Thursday, 10:45 AM to 12:45 PM

Office Location: Department of Economics, Giles Hall, Room 402 (4th floor)

Office Phone: 404-270-6055

Course website: Please check Moodle. *In absence thereof, I will make use of email.*

Personal research website: <https://sites.google.com/site/viceisza/>

Default email: aviceisz@spelman.edu (preferred over phone); viceisza@gmail.com (use *ONLY* as back-up)

COURSE DESCRIPTION

MGT 401 is a seminar course that exposes the student to a series of lectures by experts in selected topic areas such as management, entrepreneurship, diversity, and human resources. The course has a strong entrepreneurial focus and seeks to apply and build on concepts discussed in MGT 300 Principles of Management. In particular, MGT 401 seeks to provide an avenue for the student to carry the business plan developed in MGT 300 to a stage where it is ready for submission to competitions and/or consideration by financiers such as banks, venture capitalists, angel investors, other equity holders, and “friends and family”.

READINGS

MGT 401 does not require a particular text. The professor and the guest speakers will assign readings. These readings can range from book chapters to journal articles to popular press articles to technical documents. A potential reading list is included at the end of the syllabus. In addition, students should always have access to the textbook and lecture notes used in MGT 300.

PREREQUISITES

The prerequisite for this course is that the student has completed MGT 300 Principles of Management with a minimum grade of C. Due to the course requirements there will be no exceptions to this rule, unless the student has received approval from the Professor. Failure to comply with this may result in the student being administratively withdrawn from or denied access to the course.

BEHAVIORAL OBJECTIVES

Upon completion of this course, the student should be able to:

1. Discuss the major issues in developing a for-profit business and a nonprofit organization. Among these are issues related to government policy, law, taxes, intellectual property, financing/funding, diversity, human resources, and ethics.
2. Build, modify, and fine-tune the plan for such a business or organization.
3. Seek and ideally, secure funding for such a business or organization, for example, by applying to and possibly participating in venture fairs or competitions.
4. Describe the main day-to-day activities of entrepreneurs, intrapreneurs, and managers.

¹ Some elements of this syllabus were adapted with permission from Dr. Nayena Blankson.

5. Discuss some main diversity issues that entrepreneurs, intrapreneurs, and managers have to deal with.
6. Discuss some main human resource issues that entrepreneurs, intrapreneurs, and managers have to deal with.
7. Exhibit certain skills and traits (for example, good eye contact, professional appearance, extroversion, and initiative) when networking with entrepreneurs, intrapreneurs, and managers.

JUSTIFICATION FOR FOUR CREDITS

This is a four credit, three contact-hour course. To justify the additional credit, the student will be required to (1) maintain a comprehensive course journal outside of class and (2) shadow a mentor at her/his workplace during one full workday.

COURSE GRADING

The course grade will be determined by:

Course Journal Stage 1	10%
Course Journal Stage 2	20%
Refinement of MGT 300 Business Plan	10%
Mentoring Visit and Report	15%
Student Presentation	15%
Class Preparation	10%
Class Attendance	10%
Class Participation	10%

The following grading scale will be employed:

Percentage Earned	Grade Earned	Percentage Earned	Grade Earned
93 – 100	A	70 – 74	C
90 – 92	A-	65 – 69	C-
87 – 89	B+	62 – 64	D+
83 – 86	B	58 – 61	D
79 – 82	B-	below 57	F
75 – 78	C+		

Note: (1) The above scale should be regarded as approximate as the instructor reserves the right to make adjustments in awarding final grades. (2) I typically grade exams on a curve.

COURSE JOURNAL

A crucial component of this course will be to maintain a journal. The journal will document all of your experiences in MGT 401. Guidelines for the journal are included in Appendix A.

REFINEMENT OF MGT 300 BUSINESS PLAN

The purpose of this activity is to refine the business plan (BP) that the student developed in MGT 300. The student is expected to use the comments that were provided on the final stage of the BP submitted in MGT 300 to fine tune that version; that is, “dot the i’s and cross the t’s”. The student will thus submit (1) a revision of the final stage of the BP submitted in MGT 300 and (2) a response discussing how each comment was addressed. The student will be encouraged to submit the revised BP to competitions and venture fairs including those in the AUC. *Please discuss possibilities further with the professor.*

MENTORING VISIT

At the beginning of the semester, the student will indicate her preferences for the “ideal” mentor. The student will submit:

- (1) Her area of interest (for example, for-profit or nonprofit; government, private enterprise, or academia; and type of industry);
- (2) The type of mentor (for example, the type of position/level of management and the type of company such as a small, medium, or large sized organization);
- (3) Any other preferences such as names of specific mentors. This is not a guarantee that the student will be assigned this mentor.

The professor will then coordinate with the Office of Alumnae Affairs, the Office of Career Planning and Development and the Office of Cooperative Education to find a proper mentor for the student.

The expectations for this activity are as follows:

- (1) The student will visit the assigned mentor’s offices and spend “A day in the life of…” the mentor. The visit should in principle take place during the week listed in the course outline (see further below).
- (2) The student should arrive ten minutes prior to the appointment time.
- (3) The student should dress professionally and make sure to verify with the mentor what constitutes “proper attire” for the workplace environment under consideration. Whenever in doubt, the student should make sure to “over” dress.
- (4) The student is expected to “shadow” the mentor for one full workday, that is, 7.5 to 9 hours, during the week in question.
- (5) The student should prepare for the visit by reviewing (a) the mentor’s/company’s website as well as (b) any documentation that the mentor shares prior to the visit.
- (6) The student should come prepared and ask the mentor thoughtful questions about her/his daily activities. It is expected that additional questions will arise during the observation process.
- (7) The student is also expected to network with other individuals in the mentor’s workplace.
- (8) The student will prepare a “mentoring visit” report based on the visit. This report should be a five-page assessment of the mentoring visit and address the following questions (also see additional formatting guidelines further below):
 - a. 0.5 pages
 - i. Who is the mentor and how are her/his profile and experience related to your interests?
 - b. 0.5 pages
 - i. List three key things that you have learned from observing the mentor and her/his colleagues at the workplace in question.
 - c. 3 pages
 - i. Did this mentoring visit complement your classroom experience at Spelman College? If so, how? Discuss ways in which the course material is related to your observations. For example, in what way are the activities that the mentor engaged in related to things that have been discussed in lectures, or in the readings?
 - d. 1 page
 - i. Did this mentoring visit contribute to your general management and entrepreneurship skills? If so, how? Discuss specific examples.
- (9) The mentor will also assess your performance during the visit. The professor will take her/his assessment into account when assigning grades for this component. The mentor’s evaluation form is included in Appendix B.

STUDENT PRESENTATION

During the last two weeks of class, the student will hold a 15-minute presentation. The expectations for this activity are as follows:

- (1) The student should prepare a Powerpoint or pdf (in slide or lecture format; also see additional formatting guidelines further below).
- (2) The presentation should be uploaded to Moodle by 11:59 PM on the day of the presentation.
- (3) The student should plan to present and entertain questions *during the presentation*. It is advised that the student have 7-8 key slides (plan on an average of 1.5-2 minutes per slide) and reserve some time for discussion/Q&A.
- (4) The presentation should focus on:
 - a. Key lessons learned in this class in relation to entrepreneurship and management. For example, the student may want to highlight specific aspects raised by guest lecturers, or the readings.
 - b. Key lessons learned during the mentoring visit.
 - c. Ways forward; that is, how the student foresees using the knowledge gathered in this class throughout her career moving forward.
 - d. Any other noteworthy issues; for example, if the student submitted her BP to a competition or has since received funding for her venture.
 - i. *In order to minimize repetition across presentations, the student should contextualize these aspects from the standpoint of her career interests.*
- (5) These aspects will be used when assessing the student's performance for this component of the course.

CLASS PREPARATION

The student will prepare a one-page summary for each class reading. The summary should be submitted via Moodle by 11:59 PM of the day PRIOR to the reading being discussed in class. So, for example if readings 1, 2 and 3 are being discussed on Tuesday of a given week, summaries 1, 2, and 3 should be submitted by 11:59 PM of Monday of that same week.

The summary should focus on three components (also see additional formatting guidelines further below):

- (1) The main issue/question and approach of the reading (1/3 of a page).
- (2) The main finding of the reading (1/3 of a page).
- (3) The relation to class content; in particular, management and entrepreneurship (1/3 of a page).

If a student misses one (1) summary, she can receive at most 95 for this component; if she misses two (2) summaries, she can receive at most 90; if she misses three (3) summaries, she can receive at most 85. If a student misses four (4) or more summaries, she loses this component of her grade.

FORMATTING

All written documentation (in particular, the course journal, the BP and related response, the mentoring visit report, and class preparation reports) should be in Times New Roman 11 point font with 1.5 spacing and 1 inch margins all around. **ANY FILES THAT ARE UPLOADED TO MOODLE SHOULD BE LESS THAN 2 MB. ALL ASSIGNMENTS ARE DUE BY 11:59 PM OF THE DEADLINE DATE.**

CLASS PARTICIPATION AND ATTENDANCE POLICY

Class attendance and participation are mandatory, as these are integral parts of the class. *As such, 20% of your class grade comes from these components.* Please note the following:

1. Attendance is taken at the beginning of each class.

2. For students who have the habit of arriving after the class begins (late arrival), I reserve the right to count late arrivals as absences. The student is considered late if she is not present when class begins. I typically count tardiness as an absence if the student arrives after I finished taking attendance. In case of excessive lateness (ten minutes after class begins), I reserve the right to bar a student from entering the classroom.
3. If a student misses zero (0, no) classes, she receives 100 for the attendance portion of her grade. If a student misses one (1) class (*excused or unexcused*), she receives 95 for attendance. If a student misses two (2) classes (*excused or unexcused*), she receives 90 for attendance. Any student with three (3) or more absences (*excused or unexcused*) will receive a zero (0) for attendance. *This means that this student loses 10% of her course grade.*
4. **THE ONLY EXCEPTION TO THESE RULES IS DURING “MENTORING VISIT” WEEK.**
5. **Any student with five (5) or more absences (*excused or unexcused*) will be administratively withdrawn from the course. I will email the student a notification and proceed by processing such withdrawal through the Offices of the Dean of Undergraduate Studies and the Registrar.**
6. Class participation will be judged based on thoughtful questions and discussions **and** lack of disruptive behavior during class (see General Code of Conduct section of this syllabus). In particular, if a student uses her cell phone during class (without my permission), she will receive a zero (0) for the participation portion of her grade. *This means that this student loses 10% of her course grade.*

MAKE-UP POLICIES AND EXTRA CREDIT

1. The activities in the course **CANNOT** be made up. If a student misses a deadline, she loses the points.
2. In particular, late submissions will **NOT** be accepted. They will receive a zero (0).
3. Extra credit will not be awarded in this course.
4. **THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.**

ACADEMIC INTEGRITY

The following is Spelman College’s **Academic Integrity Policy**:

“At the heart of Spelman College’s mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the college affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see current Spelman College Student Handbook) and are expected to behave as mutual and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy. Violators of the Academic Integrity Policy stated above will be subject to the sanctions outlined in the Spelman College Bulletin.”

GENERAL CODE OF CONDUCT (INCLUDING TECHNOLOGY AND CELL PHONE USE POLICY)

It is understood that any student participating in this course will conduct herself in a manner that is constructive and non-disruptive to the learning environment. This is out of mutual respect for the professor as well as her fellow students.

With this in mind, use of any form of technology—including computers and cell phones—is only allowed if it is absolutely necessary for the student’s learning within the course. If so, the student should see me by the end of the first day of class to discuss and potentially obtain permission to use such a technology. Even if granted, I still

reserve the right to revoke this privilege if I note in a future class that such technology is being used for purposes other than learning related to the course.

In the absence of such permission, use of technologies is strictly prohibited unless the professor explicitly requests the students to use such technologies. The student should turn off her cell phone, pager, computer, or any other noise-making device while in class as these can generally be considered disruptive. Any such disturbances will result in automatic eviction from class. NO EXCEPTIONS!!!

DISABILITY STATEMENT

The following is Spelman College's **Disability Statement**:

“Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College's programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289 (voice), located in MacVicar Hall, Room 106.”

THE SPELMAN COLLEGE TEACHER CERTIFICATION PROGRAM

For economics majors who are enrolled in the Spelman College Teacher Certification Program, the content of this course is consistent with the conceptual framework of the Department of Education—a framework that emphasizes the teacher as leader. As one of the departments which participate in the Teacher Certificate Program at the college, this framework has been shared and articulated by students and faculty within the Economics department. The course content is also consistent with the Georgia Quality Core Curriculum in Economics as well as the voluntary National Content Standards of the National Council of Economics Education.

LEARNING RESOURCES CENTER

The Spelman College Learning Resource Center (see <http://www.spelman.edu/academics/academic-support/learning-resources-center>) is located in the Milligan Building, 2nd floor. The Center provides peer tutors for various subject areas, including economics. The schedule of times when peer tutors will be available can be acquired from the Center. This is a valuable resource for student learning and students are urged to avail themselves of the Center. Peer tutors have previously been very successful students in the course.

GENERAL REMARKS

1. Students should select a “buddy” in the course from whom they can obtain materials in case they miss class. It is the student's responsibility to obtain such material and stay up to speed.
2. The syllabus provides a general plan for the course; deviations may be necessary.

COURSE OUTLINE

The following is a tentative list of topics that will be covered throughout the semester. The course will seek to invite representatives from the affiliations listed below (or similar to them) to serve as guest lecturers. Deviations may be necessary due to speakers' schedules. It is also anticipated that some speakers will present via videoconference. Finally, guest lecture readings/activities will be announced in due course.

General

8/21 Introduction, Syllabus, *Expression of student preferences for mentors*

Entrepreneurship

- 8/26 The Entrepreneur's Perspective
Dr. Thomas Mensah, President and CEO, Georgia Aerospace Systems
Reading/Activity, TBA
- 8/28 Reflection on 8/26 and additional reading
Reading
- Boston, T. D. 1995. Characteristics of Black-owned Corporations in Atlanta: with comments on the SMOBE undercount. *Review of Black Political Economy* 23 (4): 85–100.
- 8/29 Add/Drop Period ends
- 9/2 The Government's Perspective
Ms. Terri Denison, Georgia District Director, US Small Business Administration
Reading/Activity, TBA
- 9/4 The Incubator/Startup's Perspective
Dr. Eloisa Klementich, Director, Business Development, Invest Atlanta and Chair, Board of Directors, Startup Atlanta
Reading/Activity, None
- 9/9 Reflection on 9/2 and additional reading
Reading
- Fairlie, R. W., D. S. Karlan, and J. Zinman. 2012. Behind the GATE Experiment: Evidence on Effects of and Rationales for Subsidized Entrepreneurship Training. *NBER Working Paper* 17804.
- 9/11 Reflection on 9/4 and additional reading
Reading
- O'Donnell, A. 2014. The Contribution of Networking to Small Firm Marketing. *Journal of Small Business Management* 52: 164–187.
- 9/12 11:59 PM Refinement of MGT 300 Business Plan DUE**
- 9/16 Shark Tank Episode Discussion
One episode per student with class discussion led by students

- 9/18 Reflection on 9/16 and additional reading
Reading
- Bernstein, S., A. Korteweg, and K. Laws. 2014. Attracting Early Stage Investors: Evidence from a Randomized Field Experiment. Working Paper.
- 9/23 Intellectual Property
James Johnson, Intellectual Property Counsel, Sutherland, Asbill, and Brennan LLP
Reading/Activity, None
- 9/25 Reflection on 9/23 and additional reading
Reading
- Conti A., J. Thursby, and M. Thursby. Forthcoming. Patents as signals for startup financing. *Journal of Industrial Economics*.
 - Williams, H. 2013. Intellectual Property Rights and Innovation: Evidence from the Human Genome 2013. *Journal of Political Economy* 121 (1): 1–27.
- 9/30 The College’s Perspective
Office of the Associate Provost for Research, Dr. Carmen Sidbury
Reading/Activity, TBA
- 10/2 *Discussion of additional readings*
- Parrotta, P., and N. Smith. 2013. Female-Led Firms: Performance and Risk Attitudes. *IZA Discussion Paper* 7613.
 - Mullins, W., and A. Schoar. 2013. How do CEOs see their Role? Management Philosophy and Styles in Family and Non-Family Firms. *NBER Working Paper* No. 19395.
- Other Management Topics*
- 10/7 Technology Innovation Practices (TIP), Georgia Institute of Technology
Mr. Charles Ross, Director, Startup Network
Reading/Activity, TBA
- 10/9 Reflection on 10/7 and additional reading
Reading
- Bertrand, M., and S. Mullainathan. 2004. Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *American Economic Review* 94 (4): 991–1013.
- 10/14 NO CLASS – FALL BREAK
- 10/16 NO CLASS – CLASS TIME TO BE USED FOR COURSE JOURNAL
Stage 1 of Course Journal Due at 11:59 PM
- 10/21 Diversity Issues II
Women’s Research and Resource Center
Reading/Activity, TBA

- 10/23 Reflection on 10/21 and additional reading
Reading
- Coffman, K. B., L. C. Coffman, and K. M. Marzilli Ericson. 2014. Privacy is Not Enough: The Size of the LGBT Population and the Magnitude of Anti-Gay Sentiment are Substantially Underestimated. Working Paper.
 - Gneezy, U., M. Niederle, and A. Rustichini. 2003. Performance in Competitive Environments: Gender Differences. *Quarterly Journal of Economics* CXVIII (August 2003): 1049–1074.
- 10/24 Mid-Semester Grades submitted to Registrar’s Office
- 10/28 Human Resources
U.S. Office of Personnel Management
Reading/Activity, TBA
- 10/30 Reflection on 10/28 and additional reading
Reading
- Bloom, N., J. Liang, J. Roberts, and Z. J. Ying. 2013. Does Working from Home Work? Evidence from a Chinese Experiment. *NBER Working Paper* 18871.
- 10/31 Last Day to Withdraw with a “W”
- 11/4 Developing Country Perspectives I
Reading
- Bernard, T., L. Sene, A. C. G. Viceisza, and F. Wouterse. 2014. Coordination requires more than one leader! Experimental evidence from rural producer organizations in Senegal. Working paper.
 - McKenzie, D. 2014. Identifying and Spurring High-Growth Entrepreneurship: Experimental Evidence from a Business Plan Competition. Working Paper.
- 11/6 Developing Country Perspectives II
Reading
- McKenzie, D., and C. Woodruff. 2013. What Are We Learning from Business Training and Entrepreneurship Evaluations around the Developing World? *World Bank Research Observer* (forthcoming).
- Final Activities*
- 11/11 Mentoring visits
- 11/13 Mentoring visits
- 11/18 Dr. Ebonya L. Washington, Professor of Economics, Yale University
Attend Presentation (Time to be announced)
- 11/20 Student Presentations
- 11/25 Student Presentations

11/27 NO CLASS – THANKSGIVING
12/2 Reflection
12/3 Stage 2 of Course Journal due at 11:59 PM
Mentoring Visit Report due at 11:59 PM

There is no Final Exam in this course

APPENDIX A: GUIDELINES FOR COURSE JOURNAL

Purpose

The primary purpose of the course journal is to give an account of the journey you went through while taking MGT 401 and help you reflect on what you have learned.

The course journal should comprise the following components:

- (1) An introduction (1 page).
- (2) The core (8 pages).
- (3) A conclusion (1 page).
- (4) Appendices (no particular limit; see below).

Writing the course journal

- (1) Introduction
 - a. The introduction should discuss the key aspects that will be discussed in the journal.
 - b. It should be clear, concise, and catchy. A reader's interest rises and falls with the introduction.
- (2) The core
 - a. The core of the journal will summarize the key components of the course.
 - b. It should focus on:
 - i. The refinement of the BP and what you learned from it [2 pages].
 - ii. The course lectures and readings and what you learned from them [4 pages].
 - iii. The mentoring visit and what you learned from it [2 pages].
 - iv. Other students' presentations and what you learned from them [2 pages].
 - v. When discussing what you have learned, keep in mind the behavioral objectives of the course as well as the general management and entrepreneurship concepts discussed in both MGT 401 and MGT 300.
- (3) Conclusion
 - a. The conclusion should highlight the key lessons learned throughout the course and discuss how you will apply this knowledge moving forward [1 page].
- (4) Appendices
 - a. The appendices should comprise all the course components submitted throughout the semester; that is:
 - i. The BP and related response.
 - ii. The course preparation summaries.
 - iii. The mentoring-visit report.
 - iv. The presentation.
 - v. Any other relevant documents.

Notes

- (1) The core of the journal should NOT be a straightforward copy/paste of the course components that were submitted previously. This core should tell a logical and consistent story, whereas the course components are separate and independent pieces. So, the core should be seen as a bridge that connects all these "independent islands".
- (2) The appendix is just a collection of all the course components. So, if you complete all requirements, the journal will be relatively easy to construct.
- (3) Recall the formatting guidelines listed previously.
- (4) Stage 1 of the course journal is a draft version, which should be approximately 50% complete.

Grading

The course journal will be graded based on the following rubric:

Rank	Content Quality	Quality of Written Exposition	Approximate Score
Excellent	The journal is strong in that it comprises (1) a logical structure, (2) a well-developed link to the behavioral course objectives, (3) a tight link to issues discussed in class, (4) highlights of key lessons learned, and (5) a discussion of ways forward.	The journal is written in a professional manner, following typical standards observed in the literature. This applies both to the use of the English language (grammar, spelling, and so on), but also to the use of technical language (jargon). The student should use the course readings (in particular, the journal articles) as a guide for the type of writing (not necessarily the format) that is expected.	90-100
Very Good	The proposal is strong in categories (1), (2), (3), and (4), but is weak in category (5).	The journal uses jargon/terminology inappropriately (for example, without definition or proper discussion).	85-89
Good	The proposal is strong in categories (1), (2), and (3), but is weak in categories (4) and (5).	Same as former.	80-84
Fair	The proposal is weak in any of the categories (1), (2), or (3).	The journal uses jargon/terminology inappropriately (as above); in addition, it does not necessarily read as a professionally written document.	75-79
Limited	The proposal is weak in one or more of the categories (1), (2), and (3).	Same as former.	70-74
Weak	The proposal is weak in all categories.	Same as former.	Below 69

APPENDIX B: MENTOR EVALUATION FORM OF STUDENT

MGT 401 Women in Management and Entrepreneurship
Dr. Angelino C. G. Viceisza
Mentoring Visit Evaluation of Student

Mentor and Affiliation _____
 Name of Evaluated Student _____
 Date of Visit _____

Please complete the following evaluation based on your observation of the above stated student.

1. Was the student prepared for the visit? Yes ___ No ___
 If NO, please explain.
2. Did the student meet the ethical standards of the organization? Yes ___ No ___
 If NO, please explain.
3. Did the student make valuable contributions during the mentoring visit? Yes ___ No ___
 If YES, please explain.

On a scale of “Strongly Disagree” to “Strongly Agree”, carefully mark the response that most clearly represents your assessment of this student. If “Not Applicable”, please indicate N/A in the margin.

	1	2	3	4
Punctuality				
Student arrived on time	Strongly Disagree	Disagree	Agree	Strongly Agree
Performance				
Student was prepared upon arrival (e.g. showed knowledge of the organization and the mentor)	Strongly Disagree	Disagree	Agree	Strongly Agree
Student completed assigned tasks where applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
Student asked relevant and thoughtful questions while shadowing	Strongly Disagree	Disagree	Agree	Strongly Agree
Attitude				
Student was enthusiastic and interested in the activities/tasks of the organization	Strongly Disagree	Disagree	Agree	Strongly Agree
Student was dressed appropriately for visits to the agency	Strongly Disagree	Disagree	Agree	Strongly Agree
Student was courteous and cooperative with everyone, including director and staff	Strongly Disagree	Disagree	Agree	Strongly Agree
Networking				
Student independently sought networking opportunities with people other than the mentor	Strongly Disagree	Disagree	Agree	Strongly Agree
Student exhibited skill when networking (e.g., good eye contact, listened to other party, good pitch)	Strongly Disagree	Disagree	Agree	Strongly Agree

Additional Comments (please use additional page if necessary):

Evaluator Name and Signature _____ Date _____

Please forward the electronic form to aviceisz@spelman.edu.