



Cooperative Education Internship Approval and Learning Agreement

Placement Begins: October 2002

Placement Ends: December 2002

A. Student Information

John L. Inman
16705 SW Gopher Valley Road
Sheridan, Oregon 97378
503-843-4680
jinman@wetherhaven.com
www.wetherhaven.com
558-72-8488
School: Education
Major: Adult Education
Class Standing: Masters Student

B. Intern Employer Information:

Organization: Spirit Mountain Casino
Supervisor: Laurie Roe (Not immediate supervisor but supervising internship)
Title: Organizational Development and Training Manager
Box 39
Grand Ronde, OR 97347
503-879-2345
Email: laurie.roe@spiritmtn.com
Web Address: www.spiritmountain.com

C. Internship Information:

Students' Job Title: Intern/Training Supervisor, Food and Beverage

Intern Compensation: On salary

Location of Internship: Spirit Mountain Casino

Description of Internship assignments:

During the next three months, I will be delivering a series of new workshops titled "Conversation Circles" for supervisors at the casino. This series is a new concept at the casino and new to me as well. The format is a facilitated conversation circle designed to help develop capabilities and capacity in supervisors for coaching, leadership, mentoring, modeling, and management leading to efficacy and self directed performance. A copy of the introduction is attached.

Start Date: The "Conversations Circles" are scheduled to start October 21.

End Date: The first schedule continues until December 20.

D. University Information:

Department: Adult Education

Faculty Intern Supervisor:

Don Prickel, Ph.D.

541-737-2599

prickeld@orst.edu

Credit: Yes

Course Sequence Number: ED 510

Number of Credits: 6 credit hours

Internship credits to date: 6 credit hours earned to date towards internship

E. Student's Learning Objective:

- 1) To learn how to facilitate conversation circles designed to create improvements in capacity and capabilities in adults for change and growth.

Performance Tasks:

- 1) **Needs Assessment:** The design of the “conversation circles” is based off of a needs assessment conducted by me over the last 3 months. I will write and present the needs assessment as part of this project. The scope of this assessment includes interviews with front line team members, leads, supervisors, managers, directors and human relations professionals within Spirit Mountain Casino including employee development and training professionals. Interviews with human relations and training professionals from 8 other casinos have also been used to assess the need for supervisor intervention and the input from these teams helped me clarify this approach. My direct observations are included as well.
- 2) **Use of My Philosophy of Learning:** The structure of the “conversation circles” is based off of a conversational model rooted in my philosophy of learning. I use the concepts in:
 - (a) Social cognition to help build efficacy through imitation, modeling, and social persuasion and build self-regulation through asking participants to apply learning and to discuss their experiences in the workshops, set goals to achieve improvement in specific characteristics that they identify for improvement, and encourage the self-directing and persistence of the supervisors learning.
 - (b) Cognitivism to encourage real life application of what is learned in the “conversation circles” through critical thinking, dialogue and discussion, questioning, and reflection.
 - (c) Constructivism by helping learners build their own meaning through internal and external conversations situated in a real but safe learning environment. I will introduce conversation and its components as a concept and use models of professional supervision developed **by the supervisors** as a foundation for the conversations and as a roadmap of where they have agreed they want to go.

- 3) **Instructional Design:** I will develop a course content outcome guide, an outcome based course syllabus, a learning plan, and a scoring guide for the workshop. The learning plan is identical for each workshop as each workshop is identical. The number and make up of learners in each workshop, the interactions of the learners, the questions addressed, and the experiences shared will dictate the content of the sessions. Each will be structured the same with the same learning plan. This is a simple format but complex in interactions and the directions in which it may lead. This curriculum is not part of a program at this time and is a stand-alone learning program. Eventually the format will be used to support a formal development program designed to develop supervisors into hospitality professionals for Spirit Mountain Casino. Once that program is developed, this ongoing series will be a part of the development program and an ongoing support of continued development for supervisors supporting continuous growth.
- 4) **Deliver Intervention:** Create, schedule, and facilitate a series of “conversation circles” for supervisors over a period of two months. Total series is about 20 sessions. Each “conversational circle” is designed to be an identical structure. If you will, the structure creates the context for a continuous conversation about issues that are critical to the development of professional supervisors within Spirit Mountain Casino.
- 5) **Assessment of learners:** Collect qualitative data on supervisor performance as gauged by peers, managers, and employees on supervisors capabilities and capacities in coaching, leadership, mentoring, modeling, and management. I will be conducting an action research project based on qualitative data collected before, during, and after this first series of “conversation circles” to determine whether this intervention has a significant impact on the improvement of supervisory performance judged against the characteristics defined by the supervisors and observed by subordinates, peers, and managers. This action research project will provide the assessment of the first round of the intervention expected to last 2 months. As part of the data collected for this intervention, I will keep a detailed log of activities as they occur on an *Activity Record Form* to be provided to my mentor and to my Faculty Intern Supervisor.
- 6) **Assessment of “Conversation circles”:** I will assess my facilitation and the structure of the intervention through the use of a scoring guide that I create based on my philosophy of teaching.

Student responsibilities to Employer & Faculty include:

- 1) I will read and familiarize myself with the following foundation books and articles before the internship:
 - a) *Conversation as a Core Business Process* by Juanita Brown & David Isaacs
 - b) *Asking Big Questions, A Catalyst for Strategy Evolution* by Juanita Brown, David Isaacs, & Nancy Margulies
 - c) *Bringing Schools Back to Life: Schools as Living Systems* by Margaret J. Wheatley

- d) *Turning to one another simple conversations to restore hope to the future* by Margaret J. Wheatley
 - e) *Experiential Learning: Experience as the Source of Learning and Development* by David A. Kolb
 - f) *Leading with Soul* by Lee G. Bolman & Terrence E. Deal
 - g) Other articles and books that I find on the topics of conversation circles and cafés.
 - h) Other articles or books requested to be read by Laurie Roe and Don Prickel will be included as necessary.
- 2) I will deliver the performance tasks as designed to provide an indication of my proficiency in creating and delivering this format of intervention.
 - 3) I will deliver a reflection paper based on my experience.

Employer Responsibilities to Faculty & Student:

- 1) Provide an opportunity for the intern to teach or train as part of the internship project. Mentor must model or serve as a mentor or coach in the refining of the intern's practice.
- 2) The internship must challenge the intern in activities foreign or previously inexperienced by the intern to advance the intern's perspective.
 - a) The role of the intern includes guiding a learning experience, assessing performance, conducting staff development, managing programs, designing instruction, and researching applied questions. In all cases, it will require the intern to facilitate some level or degree of learning or training with adults. Personal process skills used by the intern will include collaborating, using diversity, conversation, qualitative analysis, technologies, and creating new possibilities and continuous improvements in intern's practice.
- 3) Mentor to be available for collaboration, dialogue, insights, and provide time for reflection so that the intern can inform his practice and improve his ability to be an effective facilitator helping adults build capabilities and capacities through facilitated conversation on coaching, leadership, mentoring, modeling, and management.
- 4) Mentor to provide a Summative Evaluation of the intern's experience.

F. Signatures

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Faculty Advisor: _____ Date: _____

Print this form out and provide a copy to your Internship Advisor.

Oregon State University is an affirmative action/equal opportunity employer and complies with Section 504 of the Rehabilitation Act of 1973.