

THE INTERNSHIP PROGRAM GUIDE



CENTER FOR CAREER AND PRE-PROFESSIONAL DEVELOPMENT

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The Center for Career and Pre-Professional Development seeks to prepare students for their careers after graduation, and for a life of citizenship and leadership. The Center provides the undergraduates at the college with a range of services, all designed to assist students in exploring their interests and skills. In addition, the Center is committed to strengthening connections between students, faculty, alumni and employers.

INTRODUCTION AND OVERVIEW

The Center for Career and Pre-Professional Development encourages you to combine your coursework with experiential learning opportunities. Experiential learning is a broad term used to describe educational opportunities in which the learner is brought into and learns from direct contact with the phenomena or realities being studied. An internship is one type of experiential learning opportunity available to you.

Internships are an excellent way to enhance your liberal arts education and to increase your likelihood for gaining meaningful employment and/or acceptance into graduate school when you leave Knox College. Internships give you a chance to take the knowledge you have learned in the classroom and to apply or test it in the world of work. In addition, they can be incredibly fun and exciting, as you grow as a person and a professional through the challenges and experiences internships provide.

Internships

The National Society for Experiential Education defines an internship as “a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.” Internships are different from many short term jobs or volunteer experiences in that they are specifically tied to the intern’s career area of interest and the intern brings an intentional learning agenda to the experience. For assistance with finding or completing internships, see the Internship Coordinator in the Center for Career and Pre-Professional Development.

Academic Internships:

These are internships for which academic credit is granted. In most cases, these opportunities are arranged between the student and a faculty supervisor.

Non-Credit Internships:

These are internships for which credit is not granted. Students work with the Internship Coordinator and other Career Center staff to locate and effectively complete their internships.

FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIPS

What is an internship?

The National Society for Experiential Education defines an internship as “a carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.” Internships are different from many short-term jobs or volunteer experiences in that they are specifically tied to the intern’s career area of interest and the intern brings an intentional learning agenda to the experience. Interns complete Learning Proposals and discuss their learning objectives with their site supervisors before the internship begins.

The sponsoring organization develops and administers internships according to its needs and goals. Therefore, internships will vary in their structure and policies. Internships may last anywhere from a few weeks to a full year, may be full-time or part-time, and may be paid or unpaid positions.

Why should I do an internship?

Internships are valuable for both professional and personal reasons. Regarding the world of work, internships provide an opportunity to explore and test career options, to gain experiences and skills needed to succeed as a professional, to build your resume, to network and make critical connections, and to experience a work environment. More and more employers are looking for college graduates with career-related experience. In order to be competitive in today’s job market, you should be able to show—through paying jobs, volunteer experiences, and internships—previous exposure to and seriousness about the career field. Furthermore, internships may actually lead to a full-time job after graduation, as many employers hire their interns.

On a personal side, internships provide an opportunity for you to continue learning and to apply classroom knowledge and experiences in the real world. Internships also provide the opportunity to work in an area or manner you find personally meaningful. Finally, paid internships can provide financial assistance.

What kind of time commitment does an internship require?

Internships during the academic year are usually part-time, ranging from 10 to 20 hours per week. They generally are a minimum of ten weeks in length (about one term). However, internships can range in length from a few weeks to a full year. Internships offered during the summer can be part-time or full-time and typically extend throughout the whole summer. Hours and length of commitment vary with each organization, so be sure to identify internship opportunities that match your availability. (Note about summer internships—many summer internship opportunities have starting dates that fall before the end of Spring Term. Don’t let that stop you from investigating these opportunities, as many organizations are flexible about starting and ending dates if they find the right person.)

Frequently Asked Questions About Internships (Continued)

When should I do an internship?

Internships are wonderful opportunities for all students—from first-year students to seniors. Graduating seniors and alumni may consider an internship as well. Some organizations require their interns to be juniors or seniors, but many are available to all college students. You are encouraged to start interning as early as you can, in order to gain as much career-related experience as possible before you graduate.

Can I receive academic credit for my internship?

Contact your academic department in advance to find out whether or not you will be able to receive credit for your internship. Students who seek academic credit after they have completed the internship might be disappointed. Some departments have internship programs as part of the curriculum (see course catalog). Other departments may be willing to arrange independent studies related to your internship. Where no departmental internships exist, student-proposed academic internships may be possible with approval from the appropriate departments.

Will the Career Center “place” me in an internship?

The Center for Career and Pre-Professional Development is available to assist you in finding resources to identify internship opportunities and in developing the skills necessary for conducting an effective internship search.

Ultimately, however, the responsibility for identifying and applying for internships is yours. This approach is more beneficial to you, given the variety of requirements and deadlines for internships and the fact that the skills you learn while conducting an internship search are the very skills you will use in your future job searches.

Career Center staff are available to help you develop an internship search strategy, to provide feedback on your cover letter and resume, to assist you in developing learning objectives, and to address any questions you might have.

When are most deadlines to apply for internships?

Application deadlines vary with each internship, as they are determined by the individual sponsoring organization. Some well-established annual programs have early deadlines (November or December for summer internships), and some smaller organizations may not know they will need interns until March or April (or sometimes later). Therefore, in your internship search, make sure you identify and adhere to each organization’s application deadline.

What do I do if I need more information about internships?

Make an appointment to meet with Knox College’s Internship Coordinator in the Center for Career and Pre-Professional Development. Just call x7494 to find a time that fits your schedule. We also encourage you to utilize the Career Center’s internship resources located in the Science-Math Center, Room D-212.

KEY PLAYERS OF THE PROGRAM

Internship Site: The organization offering an internship.

Site Supervisor: The person at the internship site immediately responsible for the interns and his/her performance, to whom the intern reports on a regular basis. The site supervisor completes the intern's final performance appraisal and works in collaboration with the student to design/complete the Learning Proposal.

Internship Coordinator: Member of the Center for Career and Pre-Professional Development who administers the Internship Program. This person serves as a liaison for students, faculty, and internship sites. The Coordinator also assists students with identifying career areas and internship sites, writing resumes and cover letters, and preparing for interviews; advises site supervisors about the Internship Program; and assists faculty supervisors as needed.

Faculty Supervisor: For academic internships, this person is the faculty member responsible for evaluating academic assignments and granting academic credit. Depending on the academic department, the faculty supervisor is either designated by the department or selected by the student.

STEPS FOR FINDING OR CREATING AN INTERNSHIP

Two strategies will serve you well as you search for the internship that is right for you. The first approach is to find and apply for formal internship programs. These opportunities are promoted in internship directories and listings with the sponsoring organization, and on the Internet. The second approach is to create a unique opportunity with an organization of interest. Both approaches are effective if carried out with some thoughtful planning. Here are some steps to follow in your search.

Step 1. Know what you want from an internship.

Before you begin your search, it is important to know what you are looking for in an internship experience. Think about the following questions:

- What do I hope to learn during the internship?
- Why do I want an internship?
- What skills do I want to enhance or develop?
- What specific results or accomplishments would I like to achieve?
- What kinds of things do I want to be doing?
- In what career area would I like to gain experience?
- Do I want to get a foot in the door with a specific employer?

It is also important to consider your needs regarding geographical location, money, academic credit, transportation, and housing. The answers to these questions will help generate some possibilities to explore. It will be easier to find a meaningful internship if you have some direction and clarify your goals.

Steps For Finding or Creating An Internship (Continued)

Step 2. Register your interest and meet with the internship coordinator.

Register your interest by completing the Internship Interest Form in the Center for Career and Pre-Professional Development. It is also a good idea to meet with the Internship Coordinator to discuss your goals and strategies.

Step 3. Know what you have to offer an organization as an intern.

Employers of interns are interested in what you can do for them that will make it worthwhile to take you on. Therefore, it is important to know the skills and abilities you will bring to your internship. Reflect on your past experiences and accomplishments and identify the skills involved in making them happen. Then think about how these skills will apply to future internship opportunities. Completing this step will be extremely helpful in writing your resume and cover letter and in interviewing for internships.

Step 4. Prepare materials.

If you have not already done so, you will need to develop a resume. A cover letter accompanies each resume. Both documents are individually tailored to illustrate your qualifications for the internship, while the cover letter also includes your reasons for contacting the specific organization. References may be required by some organizations, especially those with formalized internship programs. Information on and assistance with writing and compiling these materials is available in the Center for Career and Pre-Professional Development.

Step 5. Develop a target list of internships and organizations.

Steps 1 and 3 will help you target the organizations that can give you the internship experience you are seeking. There are many ways to identify organizations, including:

- looking through internship directories and listings in the Career Center
- asking faculty members about potential internship opportunities
- researching on the Internet
- attending conferences and job fairs
- reading professional journals
- networking and utilizing contacts and alumni through informational interviewing
- reading newspapers and local publications for the cities of interest
- using local resources like phone books and chambers of commerce
- visiting local organizations

Step 6. Research the organizations you have identified.

Research the organizations to decide which best meet your objectives. Call and request literature from the employer, ask around to see if you can be connected to anyone who works there, search the world wide web, use the library and resources in the Career Center to search for relevant newspaper/journal articles, etc. Consider why and how they may benefit by having you as an intern. Narrow your list to a manageable number of organizations to which you will apply.

Steps For Finding or Creating An Internship (Continued)

Step 7. Identify the person(s) to contact in each organization.

You will need to identify the appropriate person to contact within each organization. You may need to call the organization to get the name of that person. Some organizations with centralized internship programs are likely to have internship coordinators in the college relations, human resources, or personnel office who coordinate the internship program. Other organizations assign this responsibility to individuals in various departments. Be prepared to identify the department in which you hope to intern, introduce yourself, explain your interest, and ask for the name, correct spelling, title, and mailing address of the person to contact.

Step 8. Make the application.

Contact (either by telephone, walking in, or cover letter and resume) the person(s) you have identified to express your interest and to learn the application process for each organization.

Step 9. Practice your interviewing skills.

If interviews are required, make sure you are able to clearly discuss your objectives and expectations, why you chose their organization, how you can benefit their organization, and what they can do for you. The Center for Career and Pre-Professional Development offers mock interviews to allow you to practice an interview with a member of the Career Center staff. Mock interviews can be videotaped to allow you to assess your own skills in addition to receiving feedback from the staff member. Interview information, handouts, and workshops are also available through the Center.

Step 10. Make follow-up contact.

Seven to ten days after sending your application materials, follow up with a phone call to reaffirm your interest and check on the status of your application (unless, of course, they have contacted you). Ask if you may arrange a meeting to talk about the internship in greater detail. Suggest several dates and times that would be convenient for you. Always send a thank you letter following interviews.

Step 11. Accept or reject the offer and notify the Internship Coordinator.

Once you have made a commitment to an organization, several people are depending on you to follow through. Be careful, thoughtful, and diplomatic in making your decision and notifying the organization. If you are in a situation in which you need to accept or reject an offer before you hear about another internship, be open and honest. Tell the site with the deadline of your situation and ask for a reasonable extension.

It is highly recommended that you send a letter of acceptance once you have made your decision to take a position. In the letter, be clear about your understanding of the pay arrangements, work schedule, duties, and who your supervisor will be.

If you are rejected, you never know when the organization will have another opportunity available, so send a brief thank you letter anyway. Do not hesitate to ask why you were turned down, as this is an excellent opportunity to gain feedback on your skills, self-presentation, or the way the application process worked.

COMPONENTS OF THE INTERNSHIP PROGRAM

The Internship Program at Knox College is designed to help ensure that your internship is an educational, meaningful, and safe experience. To meet these goals, the following components are required parts of the internship program.

Internship Orientation Sessions: These sessions provide an overview of the internship search and application processes as well as outline the forms and procedures required of students pursuing non-credit internships. There will be workshops available for interested students, or feel free to schedule an individual appointment.

Internship Interest Form: This form is designed to help you clarify what you need and want from your internship. It also registers your interest with the Internship Coordinator and allows her to assist you in the internship search process. For example of Internship Interest Form, see page 18.

Learning Proposal: A thoughtful and well-prepared learning proposal will provide you with a sense of purpose and direction in your internship, will clearly define your duties, will serve as a standard against which to assess your progress, and will assist you in ensuring that you get what you need and want from the internship. For example of Learning Proposal, see pages 19-20.

Notification of Internship Acceptance: This form lets the Internship Coordinator know that you have accepted an internship with a particular internship site and provides necessary contact information. For example of Notification of Internship Acceptance Form, see page 21.

Site Visits: About halfway through your internship, you may be visited by the Internship Coordinator to discuss your experience and learning objectives with you (and also with your faculty supervisor if for academic credit) and your site supervisor and discuss any pertinent issues.

Performance Appraisal – Intern: This evaluation is your opportunity to evaluate your progress and achievements in your internship. The evaluation should be discussed with your supervisor and will be sent to you toward the conclusion of your internship. For example of Performance Appraisal-Intern, see pages 22-24.

Performance Appraisal – Site Supervisor: A final performance appraisal will be sent to your supervisor. This evaluation should be discussed by you and your supervisor to provide feedback on your performance and your potential as a professional in the field. For example of Performance Appraisal-Site Supervisor, see pages 25-27.

Internship Evaluation: This form asks you to evaluate your internship site and experience. This evaluation is very important, as it will be used to guide other students considering this internship in the future. For example of Internship Evaluation Form, see page 28-29.

INTERNSHIP CHECKLIST

Before the internship:

- Attend an Internship Orientation Session
- Meet with the Internship Coordinator individually to discuss your internship goals and ideas, to hear more specific details about internships on file, and to discuss an appropriate strategy for your internship search
- Research and identify internship possibilities
- Produce a resume and cover letter geared toward applying for internships and have them reviewed by the Career Center staff
- Contact organizations of interest and apply for internships by mailing your cover letter, resume and/or any additional information they request
- Interview for potential internship opportunities (if requested)
- Secure an internship
- Develop an Internship Learning Proposal
- Give a copy of your Learning Proposal to the Internship Coordinator (also to your faculty supervisor if for academic credit) and your site supervisor and discuss any pertinent issues

During the internship:

- Report any problems and/or concerns that relate to your internship to the Internship Coordinator
- Complete the Performance Appraisal – Intern Form and return to the Center for Career and Pre-Professional Development
- Encourage your site supervisor to complete the Performance Appraisal – Site Supervisor Form and return to the Center for Career and Pre-Professional Development
- Hold a final evaluation meeting with your site supervisor to discuss the performance appraisals
- Complete the Internship Evaluation and return to the Career Center

After the internship:

- Request a letter of recommendation from your site supervisor for your professional recommendation file. Recommendation files are available and maintained in the Center for Career and Pre-Professional Development.

NOW THAT YOU ARE AN INTERN

Congratulations on securing your internship. By undertaking an internship, you are about to embark on an incredible journey of self-discovery and growth, academic enrichment, and career development. There are several things you can do to make this journey meaningful, safe, and learning-focused. This handout illustrates these strategies.

For many of you, your internship may be your first real experience with the world of work. The structure, norms, and culture of the world of work are likely to be much different than those of the college life you have experienced. As a result of this difference, making sense of and adapting to this new environment can be quite an adjustment. This adjustment can go much more smoothly if the appropriate steps and considerations are taken as you begin your internship. For example, before you begin your internship or in the initial week, you should meet with your site supervisor to develop a Learning Proposal and to discuss issues, norms, and expectations that will help you negotiate your work environment.

Student Subcultures vs. The Work Environment...

<u>Classroom</u>	<u>Work Environment</u>
1. Information comes from authorities	1. Information must be developed by learner through observation, questioning, and chance
2. Reason is paramount	2. Problems are value and emotion-laden; facts are often less relevant than the perceptions and attitudes of the parties involved in the working relationship
3. Successful learning is marked by experts through favorable evaluation of written works	3. Often no evaluation criteria are available but the parties involved in the working relationship
4. Surroundings are familiar and predictable; student/faculty roles are clearly defined	4. Job descriptions and lines of responsibilities overlap; official organizational charts give way to strengths and weaknesses of individual workers
5. Personal relationships develop among people of relatively equal status	5. Personal relationships are colored by superior/subordinate roles
6. A high value is placed on democratic processes in decision-making	6. Decisions are made hierarchically rather than democratically
7. Time schedules are flexible and vary according to personal style	7. Time schedules are prescribed; punctuality is a high value

Now That You Are An Intern (Continued)

Guidelines for Intern/Site Supervisor Meeting

Before or as an internship begins, the intern and the site supervisor should discuss the following:

Discussion Checklist

- Schedule of work hours (designated hours per week and exact beginning/ending dates of internship)
- Lunch break and facilities
- Compensation (wage per hour, length of pay period, payroll procedures, and necessary documents)
- Dress code
- Any provision to help students meet internship-related expenses (e.g. clothing/uniforms)
- Intern's objectives/expectations of the internship
- Supervisor's goals/expectations of the intern
- Performance review procedures (discuss evaluation possibilities)
- Methods of efficient contact during internship (interns should provide contact numbers and address)
- One-on-one meetings with supervisor (when, where, how often)
- Transportation
- How to report illness, injury, or inability to be at work on a given day
- Orientation tour of facilities and introduction of key resource people
- As part of the meeting, the Learning Proposal should be discussed and signed by the site supervisor and the intern

Student Responsibilities

- Must always conduct himself/herself as a member of the organization, within the policies and expectations of the organization
- Must always conduct himself/herself professionally and personably at all times when in contact with staff and clientele
- Strive toward higher levels of personal and professional growth
- Complete and submit all internship forms and/or reports, following specified guidelines, and within the designated time requirements
- Notify the site supervisor and/or Internship Coordinator/faculty sponsor immediately if a situation warrants special attention

Now That You Are An Intern (Continued)

Tips for Getting Started in Your Internship

In the first two weeks of your internship, you will want to spend some time getting acquainted with your co-workers, the work setting, and your work activities. The following WHO, WHAT, HOW, WHERE, and WHEN questions suggest the types of information that will help you get oriented more quickly. A general rule to follow when you are not clear on a procedure, or who does what, is just to ask.

Who...?

- Who does what in your work setting?
- Who is responsible to whom?
- Is there an organizational chart you can view?
- To whom can you turn for different types of information?
- Who makes decisions? What are the important names and telephone numbers you should know? (Make a list.)

What...?

- What are your responsibilities?
- What specific duties are you expected to complete on your own, to do when told, to monitor regularly?
- Are these consistent with your learning objectives? If not, negotiate with your supervisor.
- What are the goals, functions, and services of the office/department and how do they relate to the larger organization?

How...?

- How does work get done?
- Do co-workers help one another or is work carried out independently?
- Are you expected to seek instructions and directions frequently or have your work reviewed as it proceeds?

Where...?

- Where are important items kept?
- Where is resource information located?
- Where are you permitted to go and what is off limits?

When...?

- When are critical deadlines?
- When are the best times to approach certain people?
- How can you tell when speed is more important than care in your work?

LEARNING TIPS

The following is a list of activities to consider if you are committed to making the most of your internship. While these activities are not explicitly required for non-credit internships, they are excellent strategies for meeting the objectives you set in your Learning Proposal. Remember that you are ultimately responsible for what and how much you learn during your internship.

Keep A Journal

A journal is a collection of your observations, reflective thoughts, questions, and feelings about your internship experiences. There are many ways to write and keep a journal.

Learn From The People Around You

Discuss your experiences with people at work. Remember that people love to talk about themselves and their work. If you have questions or a basic curiosity about something, do not hesitate to ask. People know you are an intern and, therefore, that you are there to learn. It is also beneficial to share your experiences with people outside of your internship site (as long as your organization's rules of confidentiality are respected). Share your new ideas, joys, and frustrations that stem from your internship experience with faculty members and the Internship Coordinator. These people are there to help you learn and grow as a student.

Develop A Portfolio

Portfolios are a nicely organized collection of your original work or the work of others that testifies to your skills and talents. These collections serve as a means for you to demonstrate to future employers or graduate schools the knowledge and abilities you have acquired or enhanced during your internship. Portfolio contents can include administrative documents relating to particular projects you engaged in and the outcomes of those projects, journal entries, brochures, articles, or other samples of things you created during the internship, relevant academic work, media coverage, and letters of recommendations and evaluations of your performance completed by co-workers or supervisors.

Make Presentations

Share your experiences with others by giving presentations about your internship and what you gained from it. It may be beneficial to focus on a particular issue you worked specifically with in your internship. These presentations can be in the classroom, residence halls, other campus forums, or to community organizations.

PROBLEM-SOLVING TIPS

In even the best-structured internships, you are bound to experience a few problems with resources, data, or people. Most of these problems you will be able to solve on your own or with feedback from your supervisor or co-workers. Remember that it is important for you to seek solutions for problems you experience as your work affects other people in the organization. Deal with problems—do not ignore them.

If you are ever in doubt of how to handle a problem situation, do not hesitate to consult the resources available to you. For example, your supervisor may have many ideas to offer you. In addition, the Internship Coordinator in the Center for Career and Pre-Professional Development or your faculty supervisor (academic internship) can be excellent sources of advice and support, particularly for those situations in which your supervisor is not able to help or is part of the problem.

As people, problems, and organizations vary, it is difficult to provide specific suggestions for problem solving. However, we have learned that anticipating problems can help you prepare for them. What follows is a listing of typical problem situations that might be expected in an internship and suggestions on how to deal with them.

Problems With Work Assignments

• “Go fer” Work—

Everyone in a work setting is asked to complete some “go fer” work. These routine jobs play an important role in maintaining the effective operation of the organization. As a member of the team you will want to help out whenever possible, even when filing or stuffing envelopes was not part of your internship job description. In a well-designed internship, at least 80 percent of your responsibilities are related to your professional and educational goals. Consult your supervisor if you feel that your work activities are not challenging you enough. One of the purposes of your Learning Proposal is to help you avoid too much “go fer” work by making your objectives a priority in the experience. If you are not being challenged in your position, you may want to revisit your Learning Proposal with your site supervisor and remind him/her of why you are there.

• Additional Responsibilities—

At the same time, be sensitive about requesting additional responsibilities. Before you ask for additional tasks, be sure that you can handle them and that you have demonstrated your ability to do so. Remember that you must balance your desire to learn with the organization’s need to serve its clients and achieve its goals. Be aware that you will not—and should not—always get what you want.

Problem-Solving Tips (Continued)

- **Personal Time—**

As an intern, your first priority and commitment is to your site supervisor and fulfilling the responsibilities given to you by the organization. Seminars, tours, and discussion sessions are educational activities you should attend, but there must be a balance between attending such events and fulfilling your responsibilities. Requirements set by your faculty supervisor or the Internship Coordinator at Knox may have to be fulfilled on your own time. Check with your site supervisor if you are unsure of an appropriate balance.

- **Pressure—**

Meeting deadlines is your responsibility. If the pressure to finish tasks overwhelms you, let your supervisor know. Remember that the quality of your work is as important to the organization as the time element. Do not be afraid to say that you cannot finish on time or that you think the project is too much for you to handle, especially if you have given it your best effort and consideration.

- **Overtime—**

The world of work does not stop every day at 5:00 p.m., and you may be asked or feel pressure to work late or on weekends. This is an issue you need to resolve for yourself, since your sense of balance between work and personal life may differ from that of others. Working extra hours may help you learn more from your internship by exposing you to new situations and roles. It is also important to remember that you have a personal and academic life outside the internship to maintain. In addition, if you are an intern in a new city, part of your learning should come from living in and exploring your new environment. If you find yourself confused about work hours and time, talk with your site supervisor to negotiate a solution that takes into account your needs and those of the organization. Setting these expectations with your site supervisor early in the internship is beneficial as well.

Unfortunately, there is often a tendency among interns to assume that their site supervisors know everything the intern is doing and feeling. Supervisors need to be told how you are doing and how you feel about it, as they might be too busy or forget to ask. Don't be afraid to speak up. No one else is going to do it for you. Scheduling frequent and regular meetings with your site supervisor can help keep you both aware of each other's needs and feelings.

Problems With Co-Workers

- **Resentment—**

Some interns discover that co-workers resent them because of the special nature and flexibility of most internships. For example, your co-workers may not be allowed to interview the vice-president or attend board meetings, as you might be able to do. It is ultimately your site supervisor's responsibility to educate co-workers about your role, but you can help by being sensitive to the issue. Some co-workers may enjoy having interns around as new people to talk to and to provide fresh perspectives on the workplace. Conversation and open exchange is your best route to positive relationships with co-workers. Avoid petty internal struggles and office gossip and do not yield to the pressure to take sides when it is inappropriate (and it usually will be).

Problem-Solving Tips (Continued)

- **Communication—**

As a member of a project team you begin to feel that your ideas do not count or are ignored. This may be true and require action. On the other hand, you may not be letting people know what you have to offer. Examine your participation and be sure that you have clearly communicated your thoughts. If you are having trouble doing this, find an ally in the office and ask for assistance, or check with your site supervisor.

- **Discrimination—**

If you feel you are being discriminated against because of age, race, sex, or sexual orientation, you will also have to check this out with the people involved. Remember that your co-workers could feel threatened by you, as you may feel threatened by them. Consider the situation from all angles before you consult your site supervisor. Do not, however, let this problem fester. If you know that you are being discriminated against, act quickly.

- **Sexual Harassment—**

“Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. As defined by the Equal Employment Opportunity Commission, and in accordance with the 1986 landmark decision of the United States Supreme Court, sexual harassment includes unwelcome sexual advances, request for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature when: (1) submission to that conduct or communication is made a term of condition, either explicitly or implicitly, of obtaining employment or education; (2) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; (3) that conduct or communication has the purpose or effect of substantially interfering with an individual’s employment or education, or of creating an intimidating, hostile, or offensive employment or educational environment.”

If you are being sexually harassed, it is important to use tact in handling the situation. You should inform the person immediately and politely about the behavior you find offensive. It is also important to document each occurrence of the behavior in your journal or some other written resource. Optimistically, the situation will resolve itself. Realistically, it will remain a problem until you take action to resolve it. Ask for help from the human resources office of your organization or co-workers you trust, if needed. As a new intern, it is a good idea to ask for a copy of the organization’s policies regarding sexual assault, harassment, and discrimination. You may also want to discuss this policy and how it relates to you with your site supervisor.

Most interns will not run into these problems, but some will, and you should not be surprised if you do. A positive frame of mind is your best support. Keep these problems in perspective and do not consider them to be a personal condemnation of your abilities. It is also important to recognize your talents and have confidence in your ability to work through any situation that arises. Remember that, if you need assistance you are unsure of, do not hesitate to contact Knox’s Internship Coordinator.

CONCLUDING THE INTERNSHIP

So much time is spent in completing internship responsibilities that it is easy to forget that ending an internship is an important part of the process, one that takes careful planning and consideration.

Some Tips For Bringing Closure to Your Internship

- If your internship requires you to work with clients or customers, be sure they know in advance when you are leaving and why you are leaving. The fact that you do not show up some Monday morning can be damaging to an organization's service—especially if you are working with people who depend on you for certain tangible or intangible resources. This is particularly important when working with children or others who do not understand the nature and purpose of internships.
- Bring closure to your other working relationships. Relationships need care and maintenance whether they are ending with the internship or continuing.
- Organize your work projects so that someone else can understand and continue them.
- Be sure to communicate the appreciation you feel to co-workers, supervisors, and others for the attention and care they gave you while you were on the internship.

Forms
For Your
Reference

INTERNSHIP INTEREST FORM

Name _____ Date _____

Phone Number _____ Class Year & Graduation Date _____

Home Address _____

Email Address _____ Major(s) _____

Please answer the following questions as they relate to your goals for an internship.

Career area(s) of interest:

Types of professional positions and people with whom you hope to work:

Skills you hope to acquire or develop with your internship:

Preference for paid vs. unpaid internship:

Would you like to pursue the possibility of receiving academic credit for your internship?

Geographical preferences:

Academic Term(s) (Fall, Winter, Spring, Summer) and year in which you hope to complete internship:

Reasons for seeking an internship (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> explore career options | <input type="checkbox"/> apply classroom learning to real world |
| <input type="checkbox"/> financial assistance | <input type="checkbox"/> experience a work environment |
| <input type="checkbox"/> gain practical experience | <input type="checkbox"/> network |
| <input type="checkbox"/> other _____ | |

LEARNING PROPOSAL (Instructional Sample)

Student Name _____

Faculty Supervisor (if completing internship for credit) _____

Department _____ Phone _____

Address (residence/ mailing address during internship) _____

Phone Number Where You Can Be Reached During This Internship _____

Class Level (Circle) FY SO JR SR Academic Year _____ Major(s) _____

Credit ___ Yes ___ No Student ID# _____

Internship To Be Undertaken: ___ Fall ___ Winter ___ Spring ___ Summer Year _____

Scheduled Hrs/Wk _____ Paid ___ Unpaid ___ Stipend ___ If paid/stipend, amount _____

Start Date ___/___/___ End Date ___/___/___

Internship Site _____

Phone _____ Fax _____

Site Supervisor Name _____

Address _____ City/State/Zip _____

PLEASE ATTACH A COPY OF THE JOB DESCRIPTION FOR YOUR INTERNSHIP

Learning Objectives What I want to learn or be able to do	Learning Tasks and Strategies How I am going to learn it/what resources I will use	Evaluation How I am going to show I learned it
<p>Describe what you intend to learn through your internship. Objectives usually start with "to" and should be clear, specific, meaningful, and achievable. Try to use concrete measurable terms. Do you want to improve or develop skills, expand your knowledge? Are you interested in testing a career interest and your suitability for that career? Objectives to consider may be in the areas of career development, personal development, and technical skills/ knowledge. Try to have 3-5 objectives.</p> <p>EXAMPLES</p> <p>Management Consulting Intern: Ex. 1. To determine if management consulting is an appropriate career field for me.</p> <p>AIDS Education Intern: Ex. 1. To research HIV/AIDS in the Fox Cities and identify five strategies to prevent its transmission.</p>	<p>Describe what you will do to achieve your learning objectives. Will you undergo training? Will you be working on a specific project? Will you observe others in action? Will you interview professionals, read additional materials, attend conferences or meetings, or visit other agencies to gain a broader perspective? You will most likely use more than one strategy to meet each objective.</p> <p>1. I will observe and conduct informational interviews with at least five people working as consultants.</p> <p>1. I will interview co-workers at the AIDS Resource Center and conduct research at the public library.</p>	<p>Describe how your progress regarding each objective will be measured. How will you know and show others that you have achieved each objective? Will you keep a journal? Will you compile a portfolio of your activities throughout the internship (i.e. reports & written/ artistic materials you have created, comments on your performance)? Will you organize a research project or give a presentation for a class or organization?</p> <p>1. I will keep a journal of my observations and informational interviews.</p> <p>1. I will make a formal presentation to the Career Center staff.</p>

Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

Faculty Supervisor/Internship Coordinator's Signature _____ Date _____

THE LEARNING PROPOSAL

What is a Learning Proposal?

The Learning Proposal is your plan for what you hope to learn and gain from the internship and how you will achieve and measure these learning goals. This proposal is created in consultation with the Internship Coordinator (non-credit internship) or your faculty supervisor (academic internship) and your site supervisor. The details of your proposal will be specific to your needs and goals and the site you have chosen for your internship.

What is the purpose of a Learning Proposal? Why should I develop one?

- To provide a framework for your internship. The Learning Proposal provides you with a sense of direction and purpose, clearly defines your duties, serves as a standard against which to assess your progress, and assists in ensuring that you get what you need and want from your internship. Experience has shown that students who develop a Learning Proposal are less likely to experience boredom, lack of direction, too much “go fer” work, and other serious problems in their internships.
- To assist you in communicating your learning goals to your site supervisor. Once you have developed an initial draft of your Learning Proposal and have consulted with the Internship Coordinator, you will share your proposal with your site supervisor. Your site supervisor’s feedback will help you determine the feasibility of your goals and strategies, and he or she can help you identify additional goals, strategies, or evaluation measures you may have initially overlooked. This meeting should be a comfortable, two-way negotiation session. Remember that you have goals you want to achieve and your site supervisor will have things that need to be done. In exchange for your site supervisor’s sharing of time and expertise, you carry out the mutually agreed upon activities; in return for your time and talent, your site supervisor may allow for flexibility and opportunities to explore additional interests in your internship.

What should I do with my Learning Proposal when it is completed?

- Discuss your Learning Proposal with your site supervisor and provide him or her with the final copy.
- Give a copy to the Internship Coordinator in the Career Center.
- If your internship is for academic credit, discuss your Learning Proposal with your faculty supervisor and give him or her a copy and you keep a copy for future reference.

Developing your Learning Proposal.

The more serious thought and effort you put into developing your Learning Proposal, the more meaningful and effective it will be for you. You may want to write one sentence for each objective and number them so that number one under “Learning Tasks and Strategies” and number one under “Evaluation” correspond to Objective 1 and so on. You can refer to the instructional sample for descriptions and examples of learning objectives, tasks and strategies, and evaluation methods. Also, the Internship Coordinator in the Center for Career and Pre-Professional Development is available to assist you as you put your proposal together.

NOTIFICATION OF INTERNSHIP ACCEPTANCE

Name _____ Date _____

Phone Number _____ Class Year/Graduation Date _____

Home Address _____

Email Address _____

Your Title/Position _____

Organization _____

Address _____

Name and Title of Site Supervisor _____

Site Supervisor's Phone Number _____

Site Supervisor's Email _____

Phone Number Where We Can Reach You During This Internship _____

Anticipated Duration of Internship: Term _____ From ____ / ____ / ____ to ____ / ____ / ____
(month/day/yr) (month/day/yr)

How Did You Find Your Internship?

- Career Center Staff Another Student Other _____
 Faculty Member Your Own Contact

Will You Be Paid? Yes No If so, what will you be paid? _____

Will You Be Pursuing Academic Credit For Your Internship? Yes No
(If interested in the possibility of receiving credit, see the Internship Coordinator in the Career Center for info about your options.)

Please Provide A Brief Description Of Your Anticipated Internship Duties.

Before You Begin Your Internship, Please Return This Form To:
The Center for Career and Pre-Professional Development, SMC D-212

PERFORMANCE APPRAISAL - INTERN

Intern _____

Site Supervisor _____

Organization _____ Date _____

PART 1 Competencies

Definition: Competency – An activity which can be observed, described, and documented in the workplace that affects the intern’s performance, interactions with others, and public relations.

Directions: Rate each competency area as follows:

AC = acceptable; NI = needs improvement; NA = not applicable.

Include comments as appropriate.

Competency Rating	Comments
<p>A. Interpersonal Relations/Teamwork</p> <ul style="list-style-type: none"> • demonstrates willingness to cooperate with others in work unit and with employees in other departments • gets along with co-workers, positive influence on work unit • demonstrates respect for others • tactful; suggestions and/or criticism are constructive; solicits feedback • cooperates as a team member • works willingly with communicated decisions 	<p style="text-align: right;">Rating _____</p>
<p>B. Public Relations</p> <ul style="list-style-type: none"> • communicates in a professional manner with the public in person and on the phone • manages stressful encounters with maturity and professionalism • handles sensitive information, issues, and situations tactfully, constructively, and confidentially 	<p style="text-align: right;">Rating _____</p>
<p>C. Communications – Oral and Written</p> <ul style="list-style-type: none"> • passes on information in a timely manner • articulates ideas and concerns clearly, in writing as well as orally • prepares and delivers formal presentations effectively • contributes at meetings • initiates and maintains effective two-way communication with staff, peers, and supervisors 	<p style="text-align: right;">Rating _____</p>

Part 1 Competencies—Continued

Competency Rating	Comments
<p>D. Reliability</p> <ul style="list-style-type: none">• punctuality: is regularly on time for work, meetings, and appointments• attendance: has acceptable attendance record	Rating _____
<p>E. Independence/Initiative</p> <ul style="list-style-type: none">• demonstrates ability to integrate and schedule multiple assignments and tasks and to follow through; establishes priorities• seeks/requires appropriate amount of supervisory direction• often begins new work on own; requests additional assignments; offers suggestions for improving operations• accepts responsibility for completing a task; can be counted on to do what a persons says she/he will do• manages time efficiently• rapidly gains competence in adjusting to new or unfamiliar situations and is able to work effectively under adverse conditions	Rating _____
<p>F. Judgment/Decision Making/Problem Solving</p> <ul style="list-style-type: none">• demonstrates ability to analyze situations and take appropriate actions• makes appropriate decisions based on reasonable data• recognizes current and potential problems and initiates corrective actions• considers alternatives before making decisions; uses logical reasoning• uses creativity in applying new & existing methods to resolve problems	Rating _____
<p>G. Knowledge of Field/Professional Development</p> <ul style="list-style-type: none">• demonstrates familiarity with, and application of, current techniques, technology, and trends that pertain to work responsibilities• seeks to consistently expand knowledge to improve performance through training, education, and guidance from others in the field	Rating _____
<p>H. Safety/Care and Use of Facilities</p> <ul style="list-style-type: none">• demonstrates knowledge and observance of safety rules/regulations• demonstrates active concern for the health and safety of others• maintains supplies, facilities, and equipment according to regulations	Rating _____

Continued—PART 2

1. In reviewing the objectives on the Learning Proposal, have you successfully achieved those objectives?
Please elaborate.

2. What development have you noticed in your skills, knowledge, and professionalism?

3. Please comment on your strengths.

4. In what specific areas can you work toward improvement?

5. What additional skills, courses, or experience would strengthen your potential for a career in this field?

7. Has this evaluation been discussed with the site supervisor? Yes No

Signature of intern _____

Signature of supervisor _____

Thank you for completing this form. Please return to: Internship Coordinator
Knox College
Center for Career and Pre-Professional Development
Campus Box K-232
Galesburg, IL 61401
309-341-7494

PERFORMANCE APPRAISAL – SITE SUPERVISOR

Intern _____

Site Supervisor _____

Organization _____ Date _____

PART 1 Competencies

Definition: Competency – An activity which can be observed, described, and documented in the workplace that affects the intern’s performance, interactions with others, and public relations.

Directions: Rate each competency area as follows:

AC = acceptable; NI = needs improvement; NA = not applicable.
Include comments as appropriate.

Competency Rating	Comments
<p>A. Interpersonal Relations/Teamwork</p> <ul style="list-style-type: none"> • demonstrates willingness to cooperate with others in work unit and with employees in other departments • gets along with co-workers, positive influence on work unit • demonstrates respect for others • tactful; suggestions and/or criticism are constructive; solicits feedback • cooperates as a team member • works willingly with communicated decisions 	Rating _____
<p>B. Public Relations</p> <ul style="list-style-type: none"> • communicates in a professional manner with the public in person and on the phone • manages stressful encounters with maturity and professionalism • handles sensitive information, issues, and situations tactfully, constructively, and confidentially 	Rating _____
<p>C. Communications – Oral and Written</p> <ul style="list-style-type: none"> • passes on information in a timely manner • articulates ideas and concerns clearly, in writing as well as orally • prepares and delivers formal presentations effectively • contributes at meetings • initiates and maintains effective two-way communication with staff, peers, and supervisors 	Rating _____

Part 1 Competencies—Continued

Competency Rating	Comments
<p>D. Reliability</p> <ul style="list-style-type: none">• punctuality: is regularly on time for work, meetings, and appointments• attendance: has acceptable attendance record	Rating _____
<p>E. Independence/Initiative</p> <ul style="list-style-type: none">• demonstrates ability to integrate and schedule multiple assignments and tasks and to follow through; establishes priorities• seeks/requires appropriate amount of supervisory direction• often begins new work on own; requests additional assignments; offers suggestions for improving operations• accepts responsibility for completing a task; can be counted on to do what a persons says she/he will do• manages time efficiently• rapidly gains competence in adjusting to new or unfamiliar situations and is able to work effectively under adverse conditions	Rating _____
<p>F. Judgment/Decision Making/Problem Solving</p> <ul style="list-style-type: none">• demonstrates ability to analyze situations and take appropriate actions• makes appropriate decisions based on reasonable data• recognizes current and potential problems and initiates corrective actions• considers alternatives before making decisions; uses logical reasoning• uses creativity in applying new & existing methods to resolve problems	Rating _____
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<p>H. Safety/Care and Use of Facilities</p> <ul style="list-style-type: none">• demonstrates knowledge and observance of safety rules/regulations• demonstrates active concern for the health and safety of others• maintains supplies, facilities, and equipment according to regulations	Rating _____

Continued—PART 2

1. In reviewing the objectives on the Learning Proposal, has the intern successfully achieved those objectives?
Please elaborate.

2. What development have you noticed in the intern's skills, knowledge, and professionalism?

3. Please comment on the intern's strengths.

4. In what specific areas can the intern work toward improvement?

5. What additional skills, courses, or experience would strengthen the intern's potential for a career in this field?

6. Would you be interested in hosting another Knox College intern? Yes No

7. Has this evaluation been discussed with the intern? Yes No

Signature of supervisor completing this form _____

Signature of intern _____

Thank you for completing this form. Please return to: Internship Coordinator
Knox College
Center for Career and Pre-Professional Development
Galesburg, IL 61401
309-341-7494 (fax: 309-341-7708)

Internship Evaluation (Continued)

8. What were the best features of the internship?

9. What did you like least about the internship?

10. Were you compensated financially for your internship? Yes No

\$5.00 - \$6.50/hr \$7.00 - \$8.50/hr \$9.00 - \$10.50/hr Other (specify amount) _____

11. Please list your estimated costs for completing the internship (housing, food, transportation):

12. What is your overall evaluation of the organization/internship?

13. If you relocated for this internship, can you list housing leads for future students?

Please rate the following statements on a 0 – 4 scale:

0 = not applicable 1 = agree strongly 2 = agree somewhat 3 = disagree somewhat 4 = disagree strongly

- | | | | | | |
|---|---|---|---|---|---|
| • This experience gave me a realistic preview of my field of interest | 0 | 1 | 2 | 3 | 4 |
| • I assumed additional responsibility as my experience increased | 0 | 1 | 2 | 3 | 4 |
| • I was encouraged to provide feedback and input | 0 | 1 | 2 | 3 | 4 |
| • I was treated in a professional manner | 0 | 1 | 2 | 3 | 4 |
| • The work I did was challenging and stimulating | 0 | 1 | 2 | 3 | 4 |
| • My supervisor showed/explained other areas not related to my specific tasks | 0 | 1 | 2 | 3 | 4 |
| • There was enough to keep me busy | 0 | 1 | 2 | 3 | 4 |
| • I feel better prepared to enter the work world as a result of my internship | 0 | 1 | 2 | 3 | 4 |
| • I was able to develop positive relationships and a network for future use | 0 | 1 | 2 | 3 | 4 |
| • I gained skills and knowledge that will be helpful in the future | 0 | 1 | 2 | 3 | 4 |
| • I was able to apply concepts I learned in class in the work environment | 0 | 1 | 2 | 3 | 4 |
| • I believe a permanent job offer will develop from my internship | 0 | 1 | 2 | 3 | 4 |
| • I believe I can get a good reference from this organization | 0 | 1 | 2 | 3 | 4 |

Thank you for completing this form. Please return it to:
The Center for Career and Pre-Professional Development, SMC D-212