

INTERNSHIPS: Student Handbook

2007-2008

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This guide is designed to help you arrange a successful internship. It contains detailed “nuts and bolts” information about how, when, where, and why to do an internship. You may not need to read every page right now, but do look carefully at the table of contents so you’ll know what information might be useful to you. If you are considering an internship for credit, pay particular attention to the section on credit as there are forms that must be submitted to the Academic Standing committee for their approval prior to the start of the internship.

The Career Center has tried to answer common questions about internships, but you may have other issues this guide does not discuss. Feel free to come to the Career Center at any time for additional help in arranging an internship.

INTERNSHIPS AT CARLETON

Internships are designed for students interested in a field learning experience as part of their liberal arts education. As an intern you can:

- Gain an understanding of how your academic preparation can be used in a work setting by applying theories learned in class.
- Discover the extent of your knowledge and skills, and on the other hand, identify areas that need additional fine-tuning.
- Gather information and perspectives that are helpful in making career decisions and/or planning for graduate or professional education. An internship gives you the opportunity to view a specific job, business or profession from the inside. The experience may confirm your career plans or cause you to reconsider them. The company or organization you are very interested in working for after graduation may be a perfect fit or it may turn out that is isn't the place for you after all.
- Gain valuable experience that will stand out in your job hunt. An internship can help you extricate yourself from the “can't get a job without experience, can't get experience without a job” double bind.

Before you begin, you should have a clear understanding of what an internship is. You may also need to be able to explain to a potential sponsor exactly what you mean by an internship because it is called many things—experiential learning, on-the-job training, co-operative education, directed study, career preview experience—but whatever it may be called, it has these elements:

1. ***All internships involve some form of work for an employer.*** The work can be researching a special project, providing direct services to clients, performing a variety of functions, including some clerical tasks.
2. ***Internships have an educational element.*** They provide an opportunity for an individual to learn about an organization and career area. Some internships involve seminars, lectures or classes, in addition to working. Other internships include the educational element in the daily work experience by having the intern work closely with one supervisor. An intern may sit in on high-level planning meetings, rotate through different departments or talk with different employees about what they do.

3. ***An internship should balance the needs of the student intern and the needs of the sponsoring organization or individual.*** Take an inventory of your interest and skills in order to match them with the duties that need to be performed.
4. ***Internships are generally established for a minimum of 10-12 weeks.*** An internship can be a full-time position or it can require only a few hours a week.
5. ***Some internships are paid, but many are not, depending upon the availability of funds at the sponsoring organization.*** Many organizations, particularly nonprofit, simply do not have the funding to pay interns. Other organizations view internships as the opportunity for them to gain valuable services as a trade-off for providing interns with training.
6. ***Many internship programs are structured*** by sponsoring agencies which have their own selection processes involving applications and letters of recommendation. Internships can also be individually designed to meet specific educational or career goals.
7. ***Academic credit may be earned for the experience.***

THE INTERNSHIP PROCESS

The process of obtaining or creating an internship consists of:

- Clarifying your goals and objectives.
- Identifying organizations and persons to contact.
- Contacting sponsors and convincing them that it would be worthwhile to accept you as an intern.

The following steps will help you through the process:

1. Clarify your goals and objectives.

The first and most important step in the internship process is to *clarify your goals and objectives*. Ask yourself the following questions:

- Why do you want an internship?
- What kinds of things do you want to be doing?
- What skills do you want to use?
- What skills do you want to learn?
- What do you hope to accomplish by the end of the internship?

It is important to assess the strengths and skills you can bring to an internship. In many cases, it may be your energy, your ability to learn and think critically, or your strong interest in a particular field. Or, you may have some specific skills which you can offer in exchange for the experience, such as computer programming, research, clerical or communication skills.

You can establish initial objectives for your internship in two ways:

- State your general objectives and then identify some organizations which will fulfill your needs.
- Identify the organizations in which you want to work and then tailor your objectives to their needs.

If you have difficulty focusing on a particular field of interest, or in clarifying your goals and objectives, you are encouraged to make an appointment with a Career Center counselor for assistance in this sorting-out process. Please call x4293 to schedule an appointment.

2. Talk with your Academic Advisor.

You should *talk with your academic advisor* about the relationship between your field experience and your academic studies, and the way in which your internship may develop desired skills and extend your Carleton education. Since an internship for academic credit must have faculty sponsorship, the discussion with your advisor is an important step.

3. Decide when and where you want to do an internship.

Are you available for a full-time internship during the academic term or summer? Would you like a part-time internship in Northfield or the Twin Cities during an academic term while you continue your Carleton studies? Or, would you like a part-time internship during the summer in some other geographic location while you also work at a part-time job? Keep in mind that living away from home may result in additional expenses.

4. Identify organizations/companies

Research internship possibilities and generate a list of possible sponsors by:

- Looking through the Career Center's internship database on our home page (www.carleton.edu/campus/career/) or reading directories in print available for check-out. Follow through by contacting those organizations with opportunities that interest you.
- Contacting professional associations, such as the American Chemical Society or the American Society of Magazine Editors, using the *Encyclopedia of Associations of the United States* or *National Trade and Professional Associations of the United States* both available in the Career Center Library.
- Consulting faculty members in your area of interest and also talking to friends, family members and acquaintances about your leads. Ask them for advice, information and additional names of organizations and people to contact.
- Using other resources such as the Yellow Pages, *Standards & Poor's Register of Corporations, Directors and Executives*, *Job Choices*, Chamber of Commerce and specialty directories (such as the *Official Museum Director*, *Research Center Directory*, *Ayer Directory of Publications*, *Washington Information Directory*)—most of which can be found in the Carleton Library or Career Center.
- Creative thinking: If you're interested in helping people (some form of counseling), organizations which might offer internships are youth drop-in centers, local hospitals, Planned Parenthood organizations, chemical dependency treatment centers, social service agencies (public and private), local churches, etc. The United Way in each city is a helpful resource for identifying nonprofit agencies in your area of interest. If you're interested in museum work, how about the local historical society museum or a recent restoration project? Many times your chances are better at a smaller organization at the local or regional level than with a nationally-known museum which has its own highly competitive internship program. Gaining experience in a smaller organization may help qualify you for a national experience in the future.
- Brainstorming the many different ways of fulfilling your objectives. If you're interested in computer work, try not only local computer firms, but also companies/organizations/agencies

that may use computers in their work—small companies, large corporations, nonprofit organizations, state agencies, etc. If you're interested in writing or journalism, don't overlook the possibilities that are likely to exist with social service agencies, state parks, advocacy organizations and associations that publish newsletters, educational materials, magazines, and brochures.

5. Prepare your resume.

Begin working on your resume, cover letter and references simultaneously with your research:

- If you haven't already done so, you will need to put together a **resume**. A resume is a one-page summary highlighting your education, work experience (both paid and unpaid), activities and other qualifications. The Career Center has information, handouts and workshops to help you with writing your resume.
- A **cover letter** accompanies the resume to apply for internships. In your letter you need to briefly explain when you would like to do an internship, and how you can help the organization. Emphasizing the advantage to the organization of having you as an intern is very important; focus on what you can contribute to their organization. The letter should indicate the action you seek or will take to follow-up. The Career Center has information and handouts to help you with your cover letters.
- **References** may be required by some organizations, especially those with formalized internship programs. If references are required, you are encouraged to establish a file through the Career Center where the originals will be kept on file, duplicated and sent at your request to potential internship sponsors. See Sue Bovbjerg in the Career Center to establish a file of internship references. ***Do not delay in deciding whom to ask, but decide first what kind of programs you will be applying to before having them write out the references. This process usually takes several weeks to complete.***

6. Research list of organizations/companies

Once you have generated a list of organizations/companies, **research** them to help you decide which organizations can best fulfill your needs. Using the Internet to locate information on an organization is helpful (see the Career Center homepage). Consider why and how they may be able to use interns. Networking with alumni is another way to learn about an organization and whether they have interns. See our Alumni Lists by Employer, Job Code, Major or State. When you have established your targets, you can then focus your internship search on a manageable number of organizations.

7. Identify the appropriate person to contact.

You may need to call the organizations to get the name of the person who is in charge of hiring. Some organizations with centralized internship programs are likely to have internship coordinators in the college relations or personnel office who handle the placement of all interns within their organizations. Other organizations assign this responsibility to individuals within the 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 because you will need this information for the cover letter. When you make a contact, it is a good idea to have your resume almost ready because it is usual to be asked for it, and you want to show your enthusiasm and interest by responding immediately!

8. Develop an application strategy.

Since you should now be ready to begin contacting potential internship sponsors, you need to **develop an application strategy** and then follow through. There are two facts that will affect your approach:

- **Lead Time** – If you are starting your internship search six months in advance, as suggested, you should have enough time to use a letter campaign approach. This involves writing to the people responsible for internships to indicate your interest and following through by submitting application materials and calling to arrange for interviews. Sufficient lead time is also recommended for those students who have no previous contact with individuals within the internship organization. If you have only a few weeks in which to obtain an internship, you will likely need to use a telephone campaign approach.
- **Travel Plans** – If you will be traveling to the city in which you hope to obtain an internship and have started your internship search in plenty of time, you are encouraged to write to the organization in advance and arrange for interview appointments while you are in the area. If you have delayed starting your internship search and have missed the opportunity to arrange for personal interviews, or you will not be visiting the city where you hope to intern, you will need to determine whether interviews are required. If they are, you may need to explore the possibility of telephone interviews with the sponsoring organizations.

The components of the application process are:

- a. **Contact** the persons you have identified, either by telephone or letter, to express your interest, to learn the application process and to obtain application materials if required.
- b. **Apply** by completing application materials which sometimes involve cover letters or letters of application, resumes, writing samples, clipping, portfolios, etc. Some organizations with longstanding internship programs have developed formal, written application processes. In these cases, you will need to obtain application materials in advance of the deadlines, and present

yourself well on paper so that you are not eliminated from the competition in the prescreening stage. When completing any application materials make sure you:

- 1) Use a computer for your cover letters and resumes. Use a typewriter to complete application forms if possible. The Career Center has three computers for student use. Otherwise, print legibly and neatly.
- 2) Follow application directions carefully.
- 3) Seek help from the Career Center if you have questions.
- 4) Submit application and other materials by the deadline.

c. If *interviews* are required, be sure that you have done your homework—that you are able to clearly discuss your objectives, what you mean by an internship, why you chose their organization and how you can help them. You may be hired on the spot. If they are unable to sponsor you, you should ask them for the names of other organizations which might be interested in your internship proposal or any suggestions they have to help you. Interview information, handouts and workshops, including videotaped mock interviews, are available through the Career Center. See Appendix A for the employer’s point of view on the interview process.

d. *Follow-up* can be in several forms:

- 1) The essential thank-you letters following your interviews, thanking the interviewers for their time, advice and assistance.
- 2) Phone calls to the organizations reaffirming your interest in the internships.
- 3) Letters to organizations notifying them that you are accepting or rejecting their internship offer. Once you have made a commitment, a lot of people are depending on you to follow through, so be careful, thoughtful, sensitive and diplomatic. Once you have accepted a position, you should end your internship search. If you find yourself being asked to accept or reject one internship before you hear about another, be open and honest. Tell the people with the deadline your dilemma and ask for an extension. In an acceptance letter be sure to be clear about your understanding of the pay arrangements, work schedule, duties, and the name of your work supervisor.
- 4) If you are rejected as an intern, send them a brief thank you letter anyway. Don’t hesitate to call to ask why you were turned down. If you don’t, you will have missed a chance for potentially important feedback on your skills, your self-presentation or the way the application process worked.

9. Understand Your Responsibilities.

When you secure an internship, contact your work supervisor and discuss your expectations of the organization and the organization's expectations of you. It is important that you clearly understand your responsibilities and the nature of the organization.

Without careful planning, internships can sometimes involve an excessive amount of "gofer" work such as photocopying, running errands and delivering messages. In many offices everyone is more or less expected to handle his or her own paperwork, and the amount of clerical work you will be expected to do will depend on how the particular organization works. Make it clear at the outset that you do not want your internship to consist only of clerical and/or "gofer" work.

- Find a need and fill it. Point out how you could help with certain routine but non-trivial tasks that would provide you with an idea of what is going on and be of some real use to your prospective sponsor.
- Create a project that will be interesting to work on and useful to the organization.

10. To do a credit internship:

You must discuss your internship with a Career Center counselor to find out the deadlines involved and to pick up approval and evaluation materials.

- a) Find a faculty supervisor willing to sponsor your internship.
- b) Develop learning goals and objectives for a credit internship that are acceptable to you, your faculty supervisor and your work supervisor.
- c) Obtain approval from the Academic Standing Committee.

Please refer to more specific information about credit internships on the following pages. Pay particular attention to the fees, grading and evaluation.

CREDIT: College Policy

- Credit is possible for an internship if a faculty member agrees to sponsor the internship because it significantly extends or augments in theoretical or practical ways some area of academic instruction. Prior to the beginning of the internship you and your faculty supervisor must define the academic requirements and the number of credits for the proposed internship. (You must complete a *Learning Goals and Evaluation* form and have it signed by your faculty and work supervisor.) Credit for an internship will be evaluated by the same standards as apply to conventional coursework and cannot exceed 12 credits.
- Credit internships must be approved by the Academic Standing Committee *before* the beginning of the internship. Once you have received approval from the Academic Standing Committee, you are officially registered and the Business Office will be notified to charge the fees to your account. Credit internships are designated as course number 393 under the appropriate department for registration and transcript purposes.
- ***The maximum of twelve internship credits are applicable toward graduation during your four years at Carleton.*** Your participation in other Carleton off-campus programs has no bearing on this.
- *To maintain student status while participating in an off-campus credit internship during an academic term, you must register for a minimum of 12 credits. You may find that you need to arrange for other studies for credit, such as an Independent Study, to achieve the 12-credit minimum required.*
- Internships are normally limited to one academic term or a vacation period. Some special placements require longer time commitments than one term. Should an internship include a summer vacation period in addition to an academic term, additional credit (not to exceed the 12-credit maximum) may be negotiated if the faculty supervisor approves.
- Internship credits do not apply towards fulfilling major course requirements. However, internship credits can be applied towards fulfilling requirements for some concentrations, such as Natural History or ENTS.
- Occasionally, winter-break internships may be established for a maximum of six credits.
- You should also remember that the Internship Learning Goals and Evaluation form, signed by the intern, the work supervisor and the faculty supervisor, is a commitment to fulfill the prescribed program of the internship for the entire time period. The commitment should be honored except in extraordinary circumstances.
- A credit internship during an academic term or summer may be dropped only within the first four weeks of the term or summer during which the internship is undertaken. A winter break internship may be dropped only within the first two weeks after winter break begins. Should termination of an internship appear necessary, ***the intern must notify in writing the Associate Dean of Students***, Bruce Colwell, who will then notify the faculty supervisor, academic advisor, business office, registrar, and the Career Center. After four weeks, the usual procedure for petitioning the Academic Standing Committee applies. As a professional courtesy, it is appropriate in the employment world to give the employer two weeks written notice of your decision to drop the internship.
- Freshman students are not eligible for credit internships.
- The number of credit internships during the academic year may be limited by the Career Center in consultation with the Dean of Students Office.

(Revision approved by the Educational Policy Committee on January 16th, 1985)

CREDIT: Fees

- If you are planning an off-campus internship during an academic term, you should notify the *Dean of Students Office that you will be off campus the following term by completing a Notification of Intent form by the Continuing Enrollment Deadline* to avoid forfeiting your Continuing Enrollment Deposit. This deadline occurs the Friday of the first week of classes for the following term. *Please check with the Career Center for these deadline dates.*
- *Fees for off-campus credit internships during the summer or winter break are the same as the fees for Independent Study*, that is, one-half of the cost of regular tuition rates prorated by the number of credits. The schedule for 2007-2008 is as follows.

Credits	Fee
1 or 2	\$666.00
3 or 4	\$1,332.00
5 or 6	\$1,998.00

Summer: Students who do summer 2008 internships will be billed according to the 2007-2008 schedule since the College's fiscal year begins July 1. The Business Office will send a bill sometime during the summer. Payment is due by August 15th at the time of the fall term payment.

- For complete information about your financial arrangements with Carleton, please consult with Debra Fawcett in the Business Office (x4179).
- If the internship involves a stipend of any kind (many do not), the stipend is yours. However, if you are on financial aid, the amount of the stipend should be reported to the Director of Financial Aid if you are drawing financial aid during the internship period. This stipend will be figured into your total aid package. *If you are eligible for financial aid, the principle has been established that financial aid can follow an internship*. This must be discussed and arranged with the Director of Financial Aid prior to the start of an internship.
- *Interns who are full-time students paying the comprehensive fee will not pay an additional fee to do an internship in place of a course during a regular term.*
- The intern is responsible for all other expenses involved in an internship: housing, person expenses, food, transportation, etc. The Career Center can sometimes provide you with information (names of former interns and alumni) which may be of use in locating housing.
- There are several ways to make an unpaid internship financially feasible. One is to locate an internship near your home so you will not have to pay for room and board. Another is to arrange a part-time internship that will allow you time for a part-time paying job. Still another option is for you to schedule a one-day or two-days-a-week credit internship during the regular academic term because this fee will be included as part of your comprehensive fee.

CREDIT: Grading and Evaluation

- You and your faculty supervisor should agree upon your learning goals and criteria for evaluation prior to your departure from campus. ***Grades are given, on a S/Cr/NC basis,*** except where both faculty supervisor and student determine prior to the internship that it will be evaluated on a letter-grade basis. Either S/Cr/NC or letter grade should be specified on the Approval for Off-Campus Credit Internship form. *The S/Cr/NC credits earned for a credit internship do **NOT** count towards 30 maximum S/Cr/NC credits that can be earned at Carleton.*
- If you are off-campus, communication with your faculty supervisor is vital. It is much easier for the faculty supervisor to understand the work of the internship if you have communicated regularly during the internship either by telephone or through e-mail. This contact is extremely important to ensure a successful internship experience.
- Two evaluations will be requested:
 1. ***Midterm Report*** gives you a chance to reflect on what you are doing and how it compares to your original expectations.
 2. ***Final Evaluations*** are completed by you and your work supervisor to allow you both to measure your actual work experience against initial expectations and goals. It is not intended that the work supervisor's evaluation will affect the academic grade given by the faculty supervisor.

A copy of both reports, however, will be sent to your faculty supervisor.
- Academic assignments should be submitted to the faculty supervisor within the first two weeks of the term following your internship. Your faculty supervisor will submit the grade for your internship to the Registrar's Office by the end of the third week of the term following the internship.

CREDIT:

Defining Learning Objectives and Goals

Once you've found an internship, some guidelines need to be established. Probably the most common source of problems in an internship is conflicting expectations among the student, work supervisor and faculty supervisor. Defining learning objectives and goals will provide you with a sense of direction and purpose, and serve as a standard against which to measure your progress. Adequate discussion, careful planning, and agreement on the internship essentials by the intern with both the faculty supervisor and work supervisor will insure that you gain what you want and need from the internship.

Here are a few suggestions for making your internship experience more beneficial:

- You and your work supervisor should agree on your work objectives. You should know what will be expected of you and how you are to proceed. A good time to discuss these things is when the internship is first arranged and again shortly after you begin work, by which time you should both know whether your expectations are realistic.
- You and your work supervisor should agree on how you will be evaluated and meet periodically to assess your progress on the basis of your work objectives. If there are any disagreements between you regarding objectives, these disagreements should be resolved.
- In addition to your work objectives, you should also have learning objectives; that is, what you would like to learn through the internship experience. You should make these learning expectations clear to your work supervisor and co-workers so that they understand what you want to derive from the experience. Remember, as well, that a good internship should balance the needs of the sponsoring organization or individual. In order to make the investment of time worthwhile for the sponsor, there may be occasional requests of the student for rather routine work. In any case, learning as well as work objectives should be openly discussed and agreed upon with your work supervisor.

The following categories represent broad types of learning objectives. They illustrate the kinds of learning that can be achieved in most internships. After reading them over, you may want to star those most important to you.

- ***Finding Your Niche.*** Learn about the chain of work involved in the particular tasks you do. Where did the work come from and where is it going? How does the work you do fit into a larger picture? Why is your task necessary? What will be done to your work after it leaves (or you leave it)? How can you use what you are learning in future jobs or in classes?
- ***Developing Work Skills.*** Have you identified some skills that you would like to learn or improve during your internship? In a business setting, for example, you may have the chance to develop skills involving: operating office or computer equipment; prioritizing and handling a variety of responsibilities simultaneously; organizing or analyzing data, records or budgets; or improving your teamwork, writing and speaking abilities. The skills you may have the opportunity to develop will depend on your work assignments and work environment. Investigate possibilities.

- ***Career Exploration.*** Try to understand the company's organization chart (formal or informal). Through what career lines do people tend to move? What sort of education and experience is normally required in each line of work? What can you learn about laws, taxes, fringe benefits that are important to employees in this field? What grievances are there? What are the personal satisfactions and rewards? Try to obtain knowledge of job opportunities available in this field. Become familiar with occupational literature and professional organizations.
- ***Broadening Horizons.*** Read available literature about the agency or company in which you are working. What is its line of work? Has recent work been general or specialized?
- ***Interpersonal Skills.*** Make a special effort to observe the personal style of supervisors and colleagues. Try to identify clear examples of leadership styles that seem either to promote good working relationships or hinder a productive work environment. Pay attention to how you deal with pressure, tension and praise in work relationships. How do you communicate what you know to strangers, supervisors, and peers? Learn to recognize when to speak and when to listen.
- ***Taking Responsibility.*** List your most important work responsibilities and rank them. Ask your supervisor or a colleague to do the same. Discuss and try to understand why you see the work differently, if you do. Learn how to organize your work tasks and how to monitor your time so that your schedule is met.
- ***Research.*** Identify important sources of information connected with your work. Why are they important? How is the information used? Who keeps it up-to-date? Identify how you can relate academic knowledge to your work.

When developing your written working and learning objectives, do not use vague statements. Instead, use specific phrases such as those in the succinct column below which will give your work and faculty supervisors an understanding of your needs or direction in fulfilling them.

<i>Vague</i>	<i>Succinct</i>
I want to learn all about working in a senator's office.	<p>I will learn the methods involved in researching legislation for committee assignments.</p> <p>I want to develop communication skills needed to respond to constituents' letters.</p> <p>I will analyze political theories used in campaign planning.</p>
I will learn about personnel work.	<p>I will study wage and hour laws.</p> <p>I will learn to develop appropriate test times for employment tests.</p> <p>I hope to receive an overall perspective on insurance and benefits provided to employees.</p>
This internship will give me experience in the accounting field.	<p>I plan to study the methods of cost accounting used by this firm.</p> <p>I will learn to apply the principles of accounting to tax preparation.</p> <p>I want to determine if working for an accounting firm is an appropriate career goal for me.</p>
I am very interested in counseling troubled teenagers.	<p>I will learn to administer and interpret personality inventories.</p> <p>I hope to develop my potential as a facilitator in group counseling.</p> <p>I plan to research teenage alcoholism and identify at least five factors that contribute to the problem.</p>

If you are having difficulty defining or establishing clear work or learning objectives, arrange to meet with your faculty supervisor to go over a written draft that can be refined.

DURING THE INTERNSHIP

In the first two weeks of your internship, you will want to spend time getting acquainted with your coworkers, the work setting and your work activities. Work situations vary considerably, however, the following questions suggest the type of information that will help you get oriented more quickly. A general rule to follow when you are not clear about a procedure or who does what, is to **ASK**.

WHO

Who does what in your work setting? Who is responsible for whom? Is there an organization chart to look at? Who are good sources 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 do on your own, to do when told, or to monitor regularly, and are these consistent with your learning goals? If not, negotiate with your supervisor. What are the goals, functions, services of the office/department and how does this relate to the larger organizations?

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 where 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?

OFFICE RELATIONS

What are the office politics? How can you get along with diverse groups of co-workers who have varying goals, personalities, and preferences?

NORMS

What are the unwritten codes of behavior? Are there office/agency norms about hours, deadlines, dress, degrees of independence and confidentiality of certain information?

During the term of the internship, the intern will be considered, and should represent him/herself as an employee of the sponsoring organization with performance, dress, and conduct the same as that expected of any employee. Moreover, since the sponsor has agreed to accept a Carleton student, and since internships can be hard to find, we hope your performance will enable Carleton students to enjoy this opportunity in the future. Also, please remember that life in the working world is different from the rhythm of college. Vacations and days off in one world will not necessarily be the same in the other. Any time off, vacations, etc., should be negotiated with your work supervisor.

CREDIT:

On-site Visits and the Handling of Problems

Where geographically feasible, for example in the Twin Cities, and when staff time allows, on-site visits are made by a Career Center counselor. You will be asked to confer with your work supervisor and agree on a time for a visit when all three are available: the intern, the work supervisor, and the counselor. If there are any reasons why such a visit would not be suitable, or if there are things which the staff should know before a visit, please contact the Career Center.

When on-site visits are not possible, you will be asked to help arrange a conference call during the course of the internship to check on your progress and to see if there are any problems which we can help mediate. If problems arise, do not wait for our call. Inform us immediately of any difficulties that you have not been able to resolve. The Career Center's telephone number is (507) 222-4293.

CONCLUDING THE INTERNSHIP

So much effort goes into preparing for internships and succeeding at them that details involved in concluding the internship experience can be overlooked. Some closing tips:

1. 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. This is particularly important if you are working with children or others who do not have the slightest notion of what an internship is or why you are on one, but who have established a relationship with you and need to be prepared for your absence.
2. Bring closure to your other working relationships. Be sure to communicate the appreciation you feel to co-workers, supervisors and others for the attention and care they have given you while you were on the internship.
3. Organize your work projects in such a way that someone else can continue them.
4. Be sure to ask for advice in updating your resume, and ask for a letter of recommendation from your work supervisor before you leave to return to Carleton.
5. For non-credit internships, complete our *Reflection Essay* on page 21.

EXPERIENCE REALLY IS THE BEST TEACHER

A good internship is both a privilege and a responsibility. You will have the opportunities to observe a work setting in intimate detail and to acquire experience that will complement the academic training of your Carleton education. If the internship is your first independent living experience, you may face new opportunities (and in some cases, frustrations) as you cope with living on your own. This, too, is part of the experience and an opportunity to learn and grow. If you are like many students before you, you will return to Carleton with a heightened sense of confidence in your work skills and ability to perform successfully the tasks that lie ahead. Best of luck!

(If you are applying for an internship, be prepared to answer the questions below.)

APPENDIX A

AN EMPLOYER'S GUIDE TO INTERVIEWING AND SCREENING PROSPECTIVE INTERNS

Resume:

Request a resume and, if desired, a letter of inquiry prior to the interview. It is an opportunity to see the prospective intern's writing style, accuracy, and what s/he feels is important to include.

Interview Questions:

Why do you want to do an internship?

What do you know about this agency? (Have they taken time to research your agency?)

Do you have any past experience with this agency? If yes, what? (Ask for their feelings about it.)

Have you had experience with any agency that provides similar services to those that we provide? If yes, ask them to explain how they are similar and to tell about their experiences.

How do you feel the current or past classes you have taken relate to the experience you'll gain in this agency?

What organizations have you belonged to that may relate to this internship?

(Give them a copy of the job description and allow time for them to review it.) Do you have any questions regarding the responsibilities of an intern and this agency? (Take time to describe the intern's role in your own words so they hear your interpretation.)

What do you think this internship will be like? (Discuss their expectations and yours.)

Name three things you want to have gained or learned by the end of this internship.

Describe the type(s) of clients served by this agency. (Get a feel for their attitudes toward the clients you serve. You could ask them to describe how clients or volunteers feel coming to your agency for the first time.)

As a staff intern in this agency, how do you think you might deal with the following situation: (Name a situation that is a common occurrence in your agency. Try to select one that would be realistic for an intern to handle.)

What thoughts come to your mind when you hear the word "volunteers?" (Get a feel for their attitudes toward volunteering.)

Describe the relationship that should exist between a supervisor and those reporting to him or her.

Get the facts:

Do you anticipate any need for time off or flexible scheduling during the internship?

What is the time frame for your internship?

Are you going to receive credit for your internship? If yes:

What is the minimum number of hours you are required to work in a credit internship?

What are your school's requirements for a credit internship, such as keeping a journal, writing a paper, meetings with other interns, number of meetings with the work supervisor, etc...?

And the number of credits you'll receive?

Are you applying for an internship in any other agency? If yes, where? (This gives you an idea about their range of interest and can lead to some good discussion on what they want to gain from their internship.) If yes, what is their timetable for making a decision?

Why should we accept you as an intern with the agency?

Use three phrases to describe yourself.

What do you like best about yourself?

What two or three accomplishments have given you the most satisfaction? Why?

What motivates you to put forth the greatest effort?

How do you determine when you are successful?

What are some of the things that provide the most challenge for you? Think of past classes, paid work, or volunteer experiences.

What do you enjoy doing in your leisure time?

What frustrates you?

What do you feel you do not do well now or need to improve?

I'd like to hear more about your past paid work and volunteer experiences. (Refer to their resume and ask by citing specifics. Also ask if there are other experiences they have not included in their resume.)

What leadership roles have you undertaken?

Why did you choose this career path? What led you to your field of major study?

If you could do so, how would you plan your academic study differently, why?

I'd like to hear a little about your future goals. What do you hope to do after graduation?

Do you have plans for continued study?

Do you have any questions to ask of me? (Open it up for them to ask.)

Appendix B

REFLECTION ESSAY

Carleton College Career Center

NAME: _____ CLASS YEAR: _____

NAME OF SUPERVISOR: _____

NAME OF ORGANIZATION: _____

STREET: _____

CITY: _____ STATE: _____ ZIP: _____

BEGINNING & ENDING DATES OF EXPERIENCE: _____

As a means of processing your internship experience, write a Reflection Essay, 1-3 pages, discussing what you learned, how you learned, and what connections exist among your courses, career plans, values, and this particular experience. Use the guidelines below, to help shape your essay. What should your essay include?

I. Briefly describe where you had this experience and your major responsibilities.

II. Reflect on:

- Why you had this experience,
- What you expected to do and what you actually did,
- The skills you developed and how you learned from them,
- What you learned from the experience, from co-workers, the work environment, etc
- The connections this experience has had to your academic interests, career plans, and/or values.

III. How has this experience influenced your personal, academic and/or professional goals or direction?

Now, once you've completed your essay, attach it to this cover sheet and bring it to a meeting with a member of the staff at the Career Center who will talk over the learning you have experienced and the next steps you might take.