

CENTURY COLLEGE



Internship Student Guide Appendix

From exploring your career interests, taking assessments to evaluate your goals, to interviewing and applying for your internships this Appendix will provide you with tools you need for developing a successful internship.

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Appendix

Appendix resources can be printed individually

Exploring Career Experience Options

Before you begin developing your personalized learning objectives plan, research some career options you are interested in. Following are some great resources. They list types of jobs and careers you might consider in your field. You will also find information about job requirements, job prospects, and wages. Read through them to see what interests you. Once you have identified a list of possibilities, you are ready to create your plan.

Resources for Career Options:

- [Minnesota State Career Wise Explore Careers](#)
- [Occupational Outlook Handbook](#) – 30,000 job titles and descriptions from the Federal Bureau of Labor & Statistics
- [O*Net Online](#) Find Occupations, sponsored by U.S. Department of Labor/Employment & Training Administration
- [What can I do with a major in...?](#)

Based on your research, answer the following questions:

Top 3-5 career choices – what do you want to do? What job titles are you interested in?

What companies offer these types of positions? Research the companies to learn more about the work environment and their job postings. Even if they do not post an internship, they may be open to providing one.

Who is the contact person at the organization? Do you know anyone there? Ask Career Services, faculty, or alumni if they can help you connect.

Based on your knowledge of the industry and your interest in what you would like to do, do you have an idea for a project that would be of interest to the company?

What technical skills are you interested in developing in this field? What more do you want to learn about it?

What “soft skills” do you want to further develop? Consider feedback you may have received from others, including faculty, friends, and parents for ideas here.

What networking would be beneficial to you to build contacts in your chosen field?

The following format is used to develop personalized learning objectives. Refer to and complete the “Planning Worksheet: Designing Your Personalized Learning Objectives.”

Learning Objectives: A learning objective is a general statement about the goals of a course or program; describes the purpose and intent of the topic:

SMART Goals: SMART is an acronym for a structured approach that is used to guide development of goals that are well-planned, allow for mutual understanding and easy to hold accountable. The framework is defined as Specific, Measurable, Assignable/Achievable, Relevant/Realistic, and Time-Based.

Intended Outcomes: A few brief statements that describe what you will be able to do/what you expect to have learned as a result of your internship experience.

Communication Skill Builder

Behaviors and Attitudes: Messages “sent” by one person are not always what is “received” by another person and can be perceived in ways that have a negative impact. Consider conversations you’ve been a participant in and fill in the example.

What is Said	What is Done	How it is Intended	How it is Received/Perceived
Words	Gestures	Kidding	Offended, Hurt
		Hinting	Hurt, Insulted
		Sharing a belief	Dismissed
		Stating an opinion	Not valued

The Left Hand Column Tool: We make assumptions formed on our life experience. Assumptions affect our thoughts and reactions, our communication style and our conversations. Use this tool to identify and “own” your thoughts and feelings and improve effectiveness in your conversations.

What I’m thinking	What is said
<i>When you said...</i>	<i>What did the other person say?</i>
<i>I heard...</i>	<i>How did you respond?</i>
<i>I felt...</i>	<i>How will you clarify?</i>
<i>I believed your intent/purpose was to...</i>	<i>What might you say differently in the future?</i>
<i>So I did/didn’t...</i>	

Conflict Management: Conflict is inevitable, but we can choose how to respond, with civility and respect.

- Prepare for difficult conversations; be ready to listen to understand other perspectives
- Keep it focused on the issue you’re trying to resolve and speak directly to the person involved
- State your position clearly and calmly
 - If you can’t, call a “time out;” request some time to think about your response
 - If you’re not sure how to define your position simply, write it out, using the following technique:

What is the purpose of this discussion? What are you trying to stop, start, resolve?

What do you want to have happen as a result?

Within what time, under what conditions?

What is controllable and what is uncontrollable in this situation?

What do YOU "own" in this situation? What are YOU responsible for in this situation/interaction?

If you cannot resolve, if it escalates, or it affects people beyond yourself, speak to a supervisor or someone in Human Resources.

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Communication Skills Assessment

The following list of 52 statements represent common traits and behaviors involved in communication skills. Read each statement, and select the option (**U** = Usually, **S** = Sometimes, **R** = Rarely) that best describes your most frequent or preferred approach.

Part 1: Motivation – About Me		U	S	R
1	When I have a problem, I try to solve it myself before asking my boss what to do.			
2	I accept differences and conflict as a normal part of any work environment and I know how to address them in an acceptable, appropriate and constructive manner.			
3	I am able to easily win people's trust and respect.			
4	I check to make sure I've understood what other people are trying to communicate.			
5	I use diagrams and charts to help express my ideas.			
6	I am confident and at ease speaking or giving a presentation.			
7	I present my ideas in a manner that others are receptive to my point of view.			
8	I value teamwork and I know how to build cooperation and commitment.			
9	I show respect for people's ideas and feelings even when I disagree with them.			
10	I give people my full attention while they're talking to me.			
11	I am open and receptive to negative feedback.			
12	I communicate difficult truths and uncomfortable information in a respectful way.			
13	I can work with difficult people without becoming negative myself.			
14	I follow through on my commitments.			
15	I try to anticipate and predict possible causes of confusion and I deal with them up front.			
16	When I write a memo, email or other document, I provide background information and details to assure that my message is understood.			
17	If I don't understand something, I tend to keep it to myself and figure it out later.			
18	I use email to communicate complex issues with people; it's quick and efficient.			
19	When I finish writing a report, memo or email, I review it for typos; then sent it off right away.			
20	Before I send a message, I think about the best way to communicate it; e.g., in-person, over the phone, in a newsletter, memo, email, etc.			
TOTALS				
Part 2: Interpersonal – How I Interact With Others		U	S	R
21	I treat people fairly and I let others know how I want to be treated.			

22	I strive to understand other people and be empathetic.			
23	I avoid making "absolute" judgments about people; e.g., She's "always" that way; he "never" helps out.			
24	I'm surprised to find that people haven't understood what I've said.			
25	I say what I think, without worrying about how others perceive it			
26	When people talk to me, I try to see their perspectives.			
27	When talking to people I pay attention to their nonverbal communication and body language.			
28	Before I communicate, I think about what the person needs to know and how best to convey it.			
29	I consider cultural barriers when planning my communications.			
30	I try to help people understand the underlying concepts behind the point I am discussing to reduce misconceptions and increase understanding.			
31	When someone is talking to me, I think about what I'm going to say next to make sure I get my point across correctly.			
32	I encourage other people to talk and I ask appropriate questions.			
TOTALS				

Part 3: Critical Thinking – How I Think		U	S	R
33	I take time to reflect, review, and assess information related to my work or area of study, so I understand it and can explain it.			
34	I seek to see how things are connected.			
35	I am open to new ways of doing things.			
36	I explore possibilities for developing new options.			
37	I am curious and explore new ideas.			
38	I seek to learn more in a variety of settings and areas.			
39	I look for patterns and themes.			
40	I am comfortable asking questions when uncertain.			
	I am an effective problem solver (identify the problem, analyze root causes, develop and evaluate possible solutions, engage the appropriate people, and select the best option).			
41	I make decisions following careful analysis, rather than relying on "gut instinct."			
42	I look beyond the obvious to envision new possibilities.			
TOTALS				
Part 4: For Managers & Supervisors		U	S	R

43	When I delegate work, I give it to whoever has the most time available.			
44	I follow-up with team members whenever I see that their behavior has a negative impact on customer service.			
45	I let my team members figure out for themselves how best to work together – teams are a work in progress.			
46	I spend time talking with my team about what's going well and what needs improving.			
47	I fully understand how the business processes in my department operate and I'm working to eliminate obstacles.			
48	I do all that I can to avoid conflict in my team.			
49	I try to motivate people within my team by adapting my approach to match each individual's needs.			
50	I talk to team members about their individual goals as they link to the goals of the organization.			
51	I brief my team members so that they know what's going on around them in the organization.			
52	I provide feedback to my team members on a regular basis, including positive and negative examples, with appreciation and suggestions for improvement.			
	TOTALS			

		U	S	R
	TOTALS – Motivation			
	TOTALS – Interpersonal			
	TOTALS – Critical Thinking			
	TOTALS – For Managers & Supervisors			

Category	Focus for Development
Motivation	
Interpersonal	
Critical Thinking	
Managers & Supervisors	

Designing Learning Objectives for Your Internship

Why is goal setting important?

At its core, goal setting helps you build the framework for a valuable internship learning experience.

Goals assist you in your internship by keeping you:

1. Motivated while moving through the transition of student life to professional life.
2. On task so that you have direction and clarity about your day-to-day duties.
3. Aware of a standard against which to measure your growth and progress as an intern.
4. Focused on getting what you want to develop out of the internship - not just what the employer wants!

Goals should be mutually beneficial!

Your supervisor's input will be valuable in determining the feasibility of goals to make sure that you are carrying out agreed upon activities and projects that meet both of your needs for the internship. You have specific goals that you want to accomplish, and your supervisor has specific duties that need to be done.

You may be confronted during your internship with changes in what you are doing from day to day depending on the needs of the organization. If you have solid goals set prior to the internship, you will be better equipped to gear your day-to-day performance towards meeting those goals. *Research has shown that the act alone of setting goals can ensure that you meet at least some if not all of what you want to achieve.*

How do I set my learning objectives?

Based on the mutually agreed upon job description which outlines your tasks and responsibilities, you can create goals that focus on different areas of development:

- **Knowledge development:** understanding factual information associated with the industry or profession, and application of discipline-specific theories or concepts ("I will learn, understand, develop, etc.")
- **Professional career development:** exploring different career interests and learning about professions ("I will explore, talk to, etc.")

- **Skill development:** gaining skills and competencies that employers look for; this can be a combination of technical skills and [career competencies](#) (“I will acquire, conduct, create, schedule, build, etc.”)
- **Personal Development:** exploring ways to develop personally in a soft skill area such as teamwork, critical thinking or problem solving (“I will learn, demonstrate, and develop, etc.”)

The best goals will be specific, actionable, and measurable. Consider the following as you develop your goals:

- **Specific:** What exactly do you want to achieve or develop? How? When? What is your timeline to achieve this overall goal? Are there milestones needed along the way?
- **Action Steps Needed:** Is your goal realistic and attainable given the available time and resources? What steps are needed? Who will you consult or shadow? What resources will you need?
- **Measurable:** How will you objectively measure your success? How will you know when you have met this goal? What tangible outcomes will you see (metrics) or hear (feedback) when you reach your goal?

Here are <u>some examples</u> of learning goals	Category of Goal
I will understand the complete development and resume review process for students in all programs by reviewing all program requirements and reviewing resume examples by the end of July.	This is a knowledge and skill-based goal. It is specific in learned outcome, deliverable, and timeline.
I will meet with and shadow managers in different departments of marketing and product development to see which area interests me more.	This is an exploratory professional development goal. The activity itself is specific and measurable in that it either will happen or not, but open-ended in terms of how and when it will happen.
I will improve my public speaking and presentation skills by delivering a cumulative presentation on my research and findings to key stakeholders at various levels of the company, after weekly presentation-updates to my team for the entirety of the project.	This skill development goal has a specific deadline and tangible outcome, as well as weekly milestones outlined along the way.

I will develop an understanding of fundraising event work by helping organize and run the Job fair event in August.	This is another knowledge and skill-based goal. It is focused around one particular event with a timeline.
I will use the problem-solving process (8 step process) for resolving issues while working on the medical device product development plan and offer updates to my supervisor each week.	This is a personal development goal that is specific, measurable and has a timeline.

Communicate early and check in often!

Share these goals with your supervisor at the start of your internship so they can give meaningful assignments to you and incorporate relevant learning experiences throughout your time at the organization. When you communicate these goals to your supervisor and team, it creates transparency about what you are hoping to gain from the experience.

Together you can evaluate your goals and create a roadmap towards achieving them. They cannot help you meet your goals if you have not communicated with them.

It is recommended that you have regular check-ins with your internship supervisor. One topic you should periodically check in about is progress regarding your learning goals.

Create one Learning Goal for each Developmental Area:

Intern name:

Intern Title:

Organization:

Learning Goal #1:

Action Steps – What, when, where and how will you accomplish your goal?

Measurement of Goal – How will you objectively measure your success? What are the metrics?

Learning Goal #2:

Action Steps – What, when, where and how will you accomplish your goal?

Measurement of Goal – How will you objectively measure your success? What are the metrics?

Learning Goal #3:

Action Steps – What, when, where and how will you accomplish your goal?

Measurement of Goal – How will you objectively measure your success? What are the metrics?

Learning Goal #4:

Action Steps – What, when, where and how will you accomplish your goal?

Measurement of Goal – How will you objectively measure your success? What are the metrics?

Adapted from: https://www.ndm.edu/sites/default/files/pdf/intern-tips-for-students_accessible.pdf

Ending Your Internship Checklist

Congratulations on completing your internship! We hope you have found the experience to be valuable for you and meaningful for your professional growth and development. As the time for the internship experience draws to a close, please be aware of and complete the following steps in this checklist:

- A week or two in advance, check in with your supervisor to assure the projects you have been working on will be completed in time and meet their expectations.
- Consider a final presentation to the work team or your classmates.
- Ask the team or classmates for any feedback that will be helpful.
- Ask your supervisor for a **letter of reference or recommendation**. A template and example letter are included in this guidebook appendix.
- If you want to stay connected with your co-workers, ask them if they would be willing to share their contact information with you.
- Complete your **final evaluation** of the internship experience and return it to Career Services.
- Complete any final arrangements, e.g., returning any keys or equipment to your supervisor.
- On the last day of the internship, gather any remaining materials from your workspace and thank your supervisor and co-workers for their support of your internship.
- Send a thank you note to your supervisor. They are often appreciated more than you know.
- Complete your **Student Reflections – Applying What You’ve Learned worksheet**. (below) Think of how you will use the experience you gained in your future career plans, resume and cover letter.
- If you planned with your faculty advisor for academic credits for your internship, follow-up with them to make sure you have completed all the requirements.
Update your social media and new contacts information.

Final Evaluation of Internship Experience – Student Assessment

Congratulations on the successful completion of your internship program! Please complete this form and drop off at the Career Services Office. Receiving this type of feedback can help us understand if students are having successful internship experiences. Do not forget to submit any paperwork that may be required for your program.

Student Name/ Date:

Organization Name /Supervisor Name:

Organization Address/ Contact Information:

Goals: Circle your response to each question.

1. It was easy to define internship goals with the onsite supervisor. Yes No
2. I understood my internship assignments. Yes No
3. Internship assignments directly related to the organization mission. Yes No
4. This Internship provided opportunity for me to learn and apply skills and knowledge relevant to my program of study. Yes No
5. The work assignments were helpful to my personal and professional growth and development. Yes No
6. What was the least important or least enjoyable work you did and why did you find it so?
7. How did this internship experience help you accomplish your personal and professional goals?
8. How did your supervisors and instructors help you achieve your personal and professional goals?
9. What are your career goals and how did this internship affect your goals and plans?

10. Would you recommend this internship experience to another student? Why or why not?

11. Any other information you would like to share?

INTERNSHIP CHECKLIST

One of the best ways to keep organized is to use a checklist to keep you on track and guide you to your end goal. We have created a list of activities that will help you reach your professional goals, complement your education, and prepare you for your career.

Please keep in mind that your program faculty may have additional requirements. This is a general tool Career Services put together to help you.

Step 1: EVALUATE YOURSELF

- I have completed an assessment to identify my strengths, skills, and values. (Complete an assessment with a [career counselor](#) at Century College)
- I have researched career options through online resources, print materials and experiential learning experiences (ex. informational interviews, volunteering)
- I have chosen a major that fits with my core values, personal strengths, and skills.
- I have considered distance and travelling needs and paid vs. unpaid options.

Step 2: CONFIRM YOUR GOAL

- I have spoken with faculty within my major and a Career Services staff member about internship options (ex. credit versus non-credit internships, paid versus unpaid).
- I have explored business, hiring platforms, and the State of Minnesota websites for internships and attended job fairs/internship events.
- I have well-defined learning objectives that focus on internships that develop skills and apply knowledge within my specific field of interest
- I am registered on [Century College job board](#) and understand how to find internship opportunities.

Step 3: READINESS STEPS

- I have developed a resume and cover letter(s) and had these reviewed by a Career Services staff member.
- I have prepared for interviews by practicing responses to typical questions through the Interview at: [Career Services Resources](#)
- I can communicate what skills and qualifications I have to offer in an interview setting.
- I have developed a “30-second speech” for brief professional encounters at internship sites. I have appropriate clothing for an interview in my career field.
- I have a professional-sounding voice mail message in case an internship site calls and a professional zoom background for a virtual interview.
- I have a professional-looking profile on LinkedIn and know how to use that site effectively. I have 3 individuals who have agreed to serve as references.
- I have decided on a timeline for the length of the internship (For credit/have checked to assure it meets the requirement).
- I have talked with my instructors, career service staff, and network of peers and created a list of opportunities.

Step 4: CONDUCTING YOUR SEARCH AND NEXT STEPS

- I regularly check the Century College job board, faculty sources, and online job search engines for internship opportunities in my field.
- I have applied to several internships submitting the required application documentation (ex. resume and cover letter).
- I have a system for keeping track of my completed applications and interviews.
- I know how to follow up after an internship interview (ex. writing a Thank You letter).
- I have met with a Career Services staff member for an internship progress appointment.

Once you have identified your internship, complete internship program paperwork and registration if credit based



INTERNSHIPS are opportunities for you to bring your curiosity, knowledge, and hard work to the experience!

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Manage Your Time

Managing your time is key to what you can accomplish and your enjoyment of life. You will need to manage your time to complete work at your internship and future jobs. You may need to re-prioritize other things in your life to do so.

Managing your time requires organization, the ability to adapt - to go with the flow and re-prioritize, always with the goal of knowing what really matters. We all have 24 hours each day; 168 hours (about 1 week). How are you managing your time?

Goal



- ❖ **Move quickly through quadrant 1 – Important/Urgent**
- ❖ **Spend most time in quadrant 2 – Important/Not Urgent**
- ❖ **Spend some time in quadrant 3 – Urgent/Not important**
- ❖ **Limit time in quadrant 4 – Not urgent/Not important**

	Urgent	Not Urgent
Important	Quadrant 1: Necessity Definition: Immediate & important deadlines	Quadrant 2: Quality & Personal Leadership Definition: Strategizing & development
	<ul style="list-style-type: none"> • Crisis • Deadline-driven activities • Medical or other true emergencies • Last minute preparations for scheduled activities • Pressing problems 	<ul style="list-style-type: none"> • Preparation, planning, prevention • Pursue new opportunities • Values clarification • Relationship building • Exercise & recreation
Not Important	Quadrant 3: Distractions Definition: Not really important; someone wants it now	Quadrant 4: Waste Definition: Yields little value
	<ul style="list-style-type: none"> • Frequent interruptions • Some calls & emails • Some meetings • Meeting other people's priorities & expectations 	<ul style="list-style-type: none"> • Busywork • Junk mail • Some calls & emails • Escape activities; including mindless TV

**Adapted from Stephen Covey "First Things First"*

Next Steps:

Review your current top five priorities. Identify which quadrants you are currently using the majority of your time. What do you need to start and/or stop doing? What changes or adjustments do you need to make?

Task	Quadrant	Start Doing?	Stop Doing?

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Planning Worksheet: Letter of Reference or Recommendation

A letter of recommendation is more helpful than a letter of recommendation. A **reference** letter provides factual details of general information, such as dates of employment and positions held.

A letter of **recommendation** provides information specific to what the person did well, what they accomplished, some of their positive characteristics and work habits, and other reasons why the writer is recommending you as a candidate. This type of letter can encourage a prospective employer, by providing helpful information for them to strongly consider you as a good applicant.

The following is some of the information you will want your supervisor (or other contact) to include in their letter of recommendation for you. Ask them if they would be willing to provide a letter of reference or recommendation and offer to share this worksheet with them. Keep a copy for your records and make extra copies to distribute to prospective employers.

Say something specific about this candidate.

What did you observe or like about this candidate and how they presented themselves?

Examples: *"I am writing to provide a letter of recommendation for George Johnson, who recently completed an internship with us. I was impressed from the start; he came ready to work and wanted to learn as much as he could. He was on time, listened well and earned the respect of his colleagues."*

Say something about what the candidate did/accomplished during their internship.

What work or project did the candidate complete during their internship? How did it help or impact the organization? What responsibilities did they have? How did they contribute? What were the results?

Examples: *George was responsible for supporting our marketing team. We have a major product we are bringing to market and George was involved with helping us design a portfolio of social media messages aimed at several different demographic groups. Preliminary results show the messaging has been effective and well received, as our product launch was highly successful.*

Provide some information about the work habits and characteristics the candidate demonstrated during their internship.

What positive work habits and attributes did the candidate demonstrate during their internship? What can you comment on about their working relationship with you? With others?

Examples: *George was consistent in his preparation for team meetings. His work was creative and completed on time. He asked questions appropriately to assure he was following the lead of the team. He was receptive to feedback and open to discussion when other ideas were brought forward.*

Provide a general closure summary.

As you complete the letter, provide a brief final statement about why you are recommending this candidate, and why you think they will be successful in a future role. Provide your contact information and invite the reader to follow up with you with any questions.

Examples: *I am pleased to recommend George Johnson for future employment and have no hesitation in doing so. In fact, I have encouraged him to stay connected with us for future possibilities! I anticipate he will be successful in whatever he chooses to do. His work ethic is exceptional and his positive attitude, enthusiasm for what he is doing, and learning is refreshing. This was our first internship experience and based on our time with George, we plan to do it again. Please feel free to contact me at (phone/email) if you have any questions.*

Planning Worksheet: Student Reflections – Applying What You’ve Learned

Congratulations on completing your internship! Using this worksheet will refresh your thoughts on what you accomplished and will help you identify what you’ve learned and how to apply it. This will be useful information as you update your resume, complete your application materials and prepare for future job interviews. Your responses to questions 1 and 5 will guide you in choosing your work. Responses to questions 3 and 4 will be good to include in your resume or work portfolio. Questions 2 and 6 are your “self-discovery” and growth opportunities.

Reflections on your internship:

1. What did you enjoy most about your internship?
2. What was most surprising or interesting about your internship experience?
3. What accomplishments are you most proud of and why?
4. What challenges or problems did you work on? What ideas did you come up with?
5. What kept you motivated?
6. Were there any disappointments or frustrations? If you were “do it over” or encountered something similar in the future, what would you do and why?

Applying what you’ve learned:

1. Based on what you learned and experienced in your internship, is this a field you plan to continue in? If yes, what is your next step? If no, what will you plan to do instead?
2. Through this internship experience, you’ve now had an opportunity to clearly see and observe the difference between KSA’s – Knowledge, Skills and Abilities and the ABC’s – Attitudes, Behaviors and Characteristics, as shown below. What did you learn about each? What knowledge and skills did you gain? What did you learn about your abilities? What did you discover about your attitudes and behaviors? What characteristics did you demonstrate that others may have commented on?

Jot these down on the next page, as they will be good examples to discuss – and possibly areas for development or improvement.

ABC's	KSA's
Attitude	Knowledge
Behaviors at work	Skills
Characteristics	Abilities

1. Review the chart below and the four primary categories listed. Identify new things you learned:
 - a. About the field and the type of work that interests you.
 - b. About you - preferences and personal work style.
 - c. Areas you want to learn more about or gain more experience.
 - d. Areas you might want to ask others about.

<p>Motivation – About Me</p> <ul style="list-style-type: none"> • Adaptability • Dislikes/dislikes • Ethics and integrity • Positive, can-do attitude • Manage time and priorities • Styles (personality, comm.) • Self-leadership 	<p>Interpersonal – How I Interact with Others</p> <ul style="list-style-type: none"> • Works well with diverse groups • Communication • Conflict management • Professionalism • Relational abilities • Teamwork
<p>Critical Thinking – How I Think</p> <ul style="list-style-type: none"> • Acquire, analyze, apply concepts and info. • Grasp realities • Innovation • Intellectual curiosity • Problem solving 	<p>Knowledge – What I Know and How I Use it</p> <ul style="list-style-type: none"> • Acquire and apply new knowledge/information • Progression from entry through subject matter expert • Technical proficiency • Trends in industry • Understanding a process

Motivation	Intrapersonal Skills
Critical Thinking	Use of Knowledge

How will you use the information you learned and the skills you developed in the future? A brief summary will be useful in describing the benefits of your internship experience.



Supporting Your Career Path

A few more tips and reminders:

1. Stay in touch with those you really connected with at your internship. Let them know how much you appreciated their guidance and support. Keep them updated on your school and career progress. Ask how they are doing. You can build on these mutually rewarding relationships.
2. Continue to explore the resources suggested in **Exploring Career Experience Options** to stay up to date on changes in your field.
3. Check out professional associations in your field – it is a great networking connection, and you will stay on top of the trends in your industry and other organization members. Consider joining a committee.
4. Connect with your college alumni association – another wonderful place to meet people and you already have at least one thing in common!

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Self-Assessment of Professional Growth

You will use this tool twice to assess your initial readiness before and after your internship. Please evaluate your personal skills and abilities using the following rating scale. Your honest self-assessment will help you evaluate your growth through your internship. Remember, the learning process is ongoing, and proficiency takes time, practice, and experience.

1=Not yet competent/confident 2=Some/satisfactory experience 3=This is a strength for me!

	I feel that I have the...	Initial Rating	Final Rating	Comments
1	Preparation for this internship.			
2	Writing skills needed.			
3	Ability to work independently.			
4	Ability to listen and speak so others understand what I am trying to communicate.			
5	Apply thoroughness and attention to detail needed.			
6	Ability to attain others' trust and confidence and build rapport in a professional relationship.			
7	Ability to handle duties responsibly.			
8	Ability to demonstrate creativity.			
9	Ability to complete work on time.			
10	Engage with a professional attitude.			
11	Adaptability mindset needed for this internship.			
12	Ability to cooperate with others and function well as part of a team.			
13	Work attendance/punctuality expected.			
14	Courteous attitude always.			
15	Professional appearance; neat, well-groomed.			
16	Ability to evaluate strengths and weaknesses and apply appropriate changes.			

17	Ability to relate to others in a meaningful way.			
18	Openness and willingness to accept feedback.			
19	Communication skills necessary.			

Values

Purpose of this exercise: To clarify your personal and job-related values to equip you to seek and evaluate “my” best employer and job matches. In his book, *Zen, and the Art of Making a Living* (1999), Laurence G. Boldt defines three types of values:

Universal Values

“Common ground” and enduring values that unite us as a human race, the core of our humanity – respect, love, and kindness.

Cultural Values

Values held by a society or group – a country or region, religious or ethnic community, family, organization, or a team. Define the customs, manners, and ethics of the group. They may change over time to adapt with changing conditions.

Personal Values

Often because of our life experiences, we identify with them and hold them personally in our actions, behaviors, beliefs, decisions, and relationships. They may change with time through stages of life.

- Getting clarity on our own values helps us to make choices that feel right when they are aligned with our values.
- Exploring the values of others can help us expand our insight and understanding of why people do the things we do.

Part 1: *The first part of this exercise asks you to reflect on your past experiences, taking into consideration your personal and work values. Answer the following question:*

In both your work and personal lives, when you were most fulfilled and satisfied and why?

It is likely the times you listed above were memorable because they were aligned to your values. For example, if perfection is an important value, experiences that required precision such as conducting scientific experiments or baking pastries might stand out in this exercise. Values relate to feeling fulfilled, satisfied, and proud in one’s work. Max, who placed a high value on animal rights, is a good example of this concept. She was a project manager at an organization, but her passion and interests were in saving animals. She decided to leave the project management job and started a non-profit organization to save cats and dogs through fostering and adoption. Even though she said she worked every day to fulfill her mission, she stated it never felt like work compared to her last job which she often dreaded going to.

Part 2: *What are your values? Try to define them concretely. On the next page is a list of values to view. Follow the instructions.*

From the list of values, circle the 10 that are most important to you. If you find it challenging to limit the list to 10, highlight all the ones that are most important to you; then reduce the list to 20, 15, and finally 10. Jot down your top ten.



Top 10 Values	
1.	6
2.	7.
3.	8.
4.	9.
5.	10.

Now that you have identified your values, it is helpful to consider them more specifically as they relate to jobs, organizations, and careers. Additionally, some elements of a job are a means to an end. In other words, we may desire or select a job because it offers attributes that can fulfill a value of importance to us. For example, you may want a flexible job to enable you to care for your family. In this case, a flexible job is the means to the end—caring for your family, which is your highest value.

Another factor to consider is whether your top values are intrinsic or extrinsic. An **intrinsic value** is something that is “internal” such as the feeling of accomplishment or the satisfaction of helping others. Most of the values listed above were intrinsic in nature.

An **extrinsic value** is “external” such as money, benefits, or aesthetically pleasing workspace. Extrinsic values serve as the means to the end discussed earlier. Money (extrinsic) can help people feel more secure (intrinsic) or successful (intrinsic). When selecting a job opportunity, people seek to fulfill intrinsic and extrinsic values and typically will be motivated to perform when those needs are met.

An employment offer generally contains numerous extrinsic components and some elements that can be intrinsically motivating. The next exercise enables you to look more closely at matching and balancing your needs with those offered by employers. Seek opportunities and employers that best match your values. When you arrive at the point of considering job offers, evaluate the employer and job in relation to your values.

Part 3: Use the “My Values Ranking” form to rate each employer against each of your values, enabling you to create a snapshot that compares them.

Knowing this information can help you look for employers and opportunities that can be the best match your individual needs and wants. Aligning individual values with a job and employer has proven to increase creativity, energy, results, and job satisfaction!

Ethics: An ethical framework provides a foundation for mutual understanding and agreement. Ethics are personal and organizational at the same time. The following examples are commonly accepted general terms, definitions, and concepts.

Term	Description
Fairness	Awareness - seeks out perspectives different from the “norm”/our own; prudence
Integrity	Acts honorably and consistently
Justice	Involves benevolence, courage, honesty
Moral Senses	Considers perspectives of harm, loyalty to the “in” group; respect for authority or hierarchy, sanctity
Responsibility	What do we “owe” to one another?
Rights	What rights are universal? There is variation in assumed, essential, and desired – define “inherent”
Trustworthiness	Accountable, dependable, reliable

We put our own ethics into daily practice through the work we do individually and in organizations. Organizations construct and maintain ethics through the following methods and processes.

Organizational – Who we are, what we do, why we exist	Individual – Who I am, what I do, why I’m here
<ul style="list-style-type: none"> • Mission, vision, values • Workplace culture: what is acceptable, what is not • Teams & strategy development 	<ul style="list-style-type: none"> • Values & ideals; personal growth & development • Roles & responsibilities • Expectations & deliverables

Concluding thoughts: Know what matters to you and why; what you are willing to do and what you are not willing to do. Decide ahead of time how you will live your values, demonstrate them at work and in your personal life and relationships. To the extent possible, respect the values of others; be an ally when it is the right thing to do.

Accountability	Effectiveness	Leadership	Professionalism
Accuracy	Efficiency	Legacy	Prudence
Achievement	Elegance	Love	Quality-orientation
Adventurousness	Empathy	Loyalty	Reliability
Altruism	Enjoyment	Making a difference	Resourcefulness
Ambition	Enthusiasm	Proficiency	Restraint
Assertiveness	Equality	Merit	Results-oriented
Balance	Excellence	Obedience	Rigor
Being the best	Excitement	Openness	Security
Belonging	Expertise	Order	Self-actualization

Boldness	Exploration	Originality	Self-control
Calmness	Expressiveness	Patriotism	Selflessness
Carefulness	Fairness	Perfection	Self-reliance
Challenge	Faith	Piety	Sensitivity
Cheerfulness	Family orientation	Honor	Serenity
Clear mindedness	Fidelity	Humility	Service
Collaboration	Fitness	Independence	Shrewdness
Commitment	Fluency	Ingenuity	Simplicity
Community	Focus	Inner Harmony	Soundness
Compassion	Freedom	Inquisitiveness	Speed
Competitiveness	Fun	Insightfulness	Spontaneity
Consistency	Generosity	Intelligence	Stability
Contentment	Goodness	Intellectual Status	Strategic
Continuous	Grace	Intuition	Strength
Improvement	Growth	Joy	Structure
Contribution	Happiness	Justice	Success
Control	Hard Work	Leadership	Support
Cooperation	Health	Legacy	Teamwork
Correctness	Helping Society	Love	Temperance
Courtesy	Holiness	Loyalty	Thankfulness
Creativity	Honesty	Making a difference	Thoroughness
Curiosity	Honor	Proficiency	Thoughtfulness
Decisiveness	Humility	Merit	Timeliness
Democracy	Independence	Obedience	Tolerance
Dependability	Ingenuity	Openness	Traditionalism
Determination	Inner Harmony	Order	Trustworthiness
Devoutness	Inquisitiveness	Originality	Truth-seeking
Diligence	Insightfulness	Patriotism	Understanding
Discipline	Intelligence	Perfection	Uniqueness
Discretion	Intellectual Status	Piety	Unity
Diversity	Intuition	Positivity	Usefulness
Dynamism	Joy	Practicality	Vision
Economy	Justice	Preparedness	Vitality

Are there others you would add? Jot them down here.