

CENTURY COLLEGE



CAREER SERVICES

A member of Minnesota State

Internship Student Guide

From exploring your career interests, taking assessments to evaluate your goals, to interviewing and applying for your internships this guide will lead you to developing a successful internship.

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“What I hear, I conceptualize,
What I read, I understand.
But what I do, becomes part
of who I am.”



Ch.1: Introduction

Purpose of Internships - Students

An internship is a partnership between the employer, student, and Century College.

- Employers provide valuable work experience in areas of students' interests and majors.
- Students provide new perspectives and are interested in learning more about specific careers and industries that align with their educational program of study.
- The college provides support to the students and connects students and employer partners.

Together, this can create a valuable experience that is beneficial to all involved.

Benefits for Students

Internships are designed to help you...

- Integrate classroom knowledge and theory with practical field and industry experience.
- Develop basic skills required for employment.
- Explore and evaluate career options and job opportunities based on newly acquired skills, knowledge, and experience.
- Observe professionals in the field to benefit from their experience and expertise.
- Complete work assignments working in the field.
- Strengthen interpersonal, critical thinking and communication skills.
- Develop a positive and self-confident attitude for workplace success.
- Provides real world experience that promotes connection and networking opportunities with professionals.

You may also be eligible to earn academic credit for your internship experience. Discuss with faculty prior to beginning your internship experience. Consider:

“Not For Credit” vs. “For Academic Credit”

- Both types can be a valuable learning experience
- Both types can be noted on resume
- Only “for academic credit” will be noted on official transcript; credit typically ties into number of hours, e.g., one credit: 35 hours of work.
- Refer to advisor or faculty for direction; pass or fail vs. Grade
- Check with your program director to determine if your program requires an internship or requires an internship approval process.

You might be interested in knowing why employers choose to participate in internships. Here are a few benefits they see from this program.

Why Employers Seek Interns

- Interns are eager, motivated and offer innovative ideas.
- Interns can assist with special events or short-term projects.
- An intern can be evaluated for future employment.
- Providing internships can be a cost-effective solution for situations that do not require long-term employment.
- Employer visibility on campus and in the community is increased when participating in the internship program.
- Mentoring an intern provides your staff members with an opportunity to develop supervisory, training and development skills.
- Some employers report another benefit – their own employees enjoy the program, interaction with the students and the pride of showing what they do and why it matters. This can lead to greater engagement and retention of current employees.

Paid or Unpaid?

There is a wide variety of paid and unpaid internships. Either way the experience is valuable and interesting. Most for-profit employers will pay you while you work. Nonprofit and government internships may be unpaid, but some may assist with other types of support that you might want to ask about, such as an opportunity to attend a professional conference or meeting event, a paid student membership in a professional organization or a stipend at the completion of a project. Ask Career Services or faculty for suggestions.

The Career Services staff can help you with finding and preparing for an internship. For more information, see the sections on “Exploring Career Experience Options” and “Finding an Internship” in this guidebook.

How to Gain Experience

Experience can be gained through scheduling informational interviews with perspective employers, joining active student clubs or student leadership groups on campus, or participating in volunteer opportunities in the local community.

“Don't be afraid to give your best to what seemingly are small jobs. Every time you conquer one it makes you that much stronger. If you do the little jobs well, the big ones will tend to take care of themselves.”



If you are in school, talk with your Career Development or Career Services advisors. If not, get creative and start doing some research!

Type	Purpose	How to Locate
Alumni Network	A great place to connect with others in your field, where you already have a common link! Learn their success stories. Ask for an informational interview, job shadow, internship, or project work.	Contact Alumni office of your school. Ask for contact information, upcoming events, or programs. Get involved in a committee or event.
Apprenticeship	Formal program , usually involving a trade and a relatively extensive period of time.	Check with local technical schools, unions or trade associations, or someone you know in the field.
Coaching Others	Yes, you can learn from each other while you are teaching others!	Check Community Recreational Services, local schools.
Freelance	Offer to develop or complete a project – consider paid or unpaid, depending on what you can deliver and what you will gain.	If you have a skill or talent, you could market it to local businesses!
Informational Interview	Talk to someone who is in a field or job you have an interest in. Ask questions about what they do, what they like, what they know that they wish they knew before, tips to prepare, if they would recommend to others.	Ask someone you know, reach out to Career Services, or approach a company you are interested in working for.
Internship	May be formal or informal; paid or unpaid, work experience . Some are better than others. Look for some structure or flexibility for your specific experience needs. (Term 10-12 weeks)	Ask someone you know, reach out to Career Services, or approach a company you are interested in working for.

Job Shadow	Observe someone at work; what they do, what the work environment is like; how they interact with others.	Ask someone you know, reach out to Career Services, or approach a company you are interested in working for.
Mentoring	Typically, an ongoing process; you meet regularly with someone for the purpose of professional development and/or leadership potential.	Research online or ask others involved with professional associations or a formal mentoring network.
Professional Association	May offer development training or job boards with job postings – even if you don't get a job, you can sometimes turn these into work experience.	Ask a program instructor, research online.
Project Work	Offer to complete a project, to gain hands-on work experience , under the guidance of a subject matter expert.	Check with professional Associations, people you know, companies you are interested in working for.
Student Worker	Many jobs on campuses available for student workers .	Check with Human Resources or Career Services.
Teaching Assistant	May be a need for assistance with developing specific curriculum, grading, or presenting in class. (Term 12-16 weeks)	Ask an instructor .
Volunteer	Many nonprofit organizations have formal volunteer programs. Some businesses, especially those involved in helping others, e.g., schools, hospitals, nursing homes have a need for volunteers. Or help someone in need.	Check local nonprofits , hospitals, schools, nursing homes – in person or online. Churches or shelters may also know of needs.

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Ch. 2: Getting Started

Frequently Asked Questions/Students:

What are my responsibilities as a student intern?

An internship experience can help you determine the type of work you can do and are interested in doing upon completion of your current education program. It can also help you know what you do not want to be doing in your future.

Remember that you represent Century College in the community and in the workforce. Your internship experience will help you grow your unique skills and experience and develop professional networking connections, along with your professional reputation.

Be responsible and responsive. Be prepared and follow through on expectations and commitments.

You are not expected to know all the answers. Listen carefully, and if you do not understand, ask questions! This is a learning experience for you and for the people you will be working with. Explore and enjoy!

The following is a brief checklist of specific student intern responsibilities: Adhering to company work hours, policies, procedures, and rules governing professional staff behavior.

1. Adhering to company policies governing the observation of confidentiality and the handling of confidential information.
2. Assuming personal and professional responsibilities for his/her actions and activities.
3. Maintaining professional relationships with company employees, customers, and the public.
4. Utilizing a courteous, enthusiastic, open-minded, critical approach to policies and procedures in the profession.
5. Relating and applying knowledge acquired in the academic setting to the company setting.
6. Developing self-awareness regarding attitudes, values, and behaviors that influence work.
7. Preparing for and utilizing conferences and other opportunities of learning afforded in the company.
8. Being consistent and punctual in the submission of all work assignments to the supervisor and faculty.
9. Providing updates or progress reports as requested.

Source: Society of Human Resource Management (SHRM)

How do I manage/handle any conflicts or failures with my new co-workers, supervisor/s, company, or personal schedule?

1. Student interns are to be expected to be managed like any other employee in the workforce, abiding by company policies and procedures and subject to corrective action as warranted.
2. Because this is a learning experience for the student intern, it is important that companies assure you have the information you need to know about company policies and workplace expectations. Discuss them with your supervisor to ensure awareness and understanding of expectations.
3. Should it become necessary to end the internship experience prior to completion, please notify the designated college representative with the appropriate information.

Employer Responsibilities

It is the responsibility of the employer to provide direct, on-the-job supervision of the student intern which includes the following:

1. Preparing and providing a written position description for the internship program.
2. Reviewing and including student's learning objectives for the internship position.
3. Orienting the student intern to the company's structure and operations.
4. Orienting the student intern to the company's policies, procedures and expectations regarding appropriateness dress, office hours and work schedule.
5. Introducing the student intern to the appropriate professional and support staff.
6. Providing the student intern with adequate resources necessary to accomplish the position objectives.
7. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student's role in the company.
8. Providing regularly scheduled supervisory discussions with the student intern with constructive feedback to enhance intern's growth and learning throughout intern assignment.
9. Completing and submitting requested written documents, including Internship Program Agreement and evaluation of the student intern's job performance.
10. In the event that the supervisor becomes aware of personal, communication other problems that are disrupting the student intern's learning and performance the supervisor may contact career services or program faculty member to discuss this.

Exploring Career Experience Options

Before you begin developing your personalized learning objectives plan, research some career options in which you are interested. 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:

- Make an [appointment](#) with a Century College Career Counselor to assess your interests and abilities and 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 “Worksheet: Designing Learning Objective for Your Internship.”

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.

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

Ch. 3: Assessing Your Skills for the Workforce

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 =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.			

Knowing Your Skills and Talents

Hard skills are teachable and measurable abilities, such as **writing, reading, math or ability to use computer programs**. The result provides information about the proficiency of the candidate in a particular skill.

- [Assess your skills and talents and learn what it is that you bring to a position:](#)
- Century College counselors offer [assessments](#) for you to understand your skills, abilities, and interests.

Reflect on Your Soft Skills (Career Readiness Skills)

- Soft skills are non-technical skills that relate to how you work. Often referred to as 'people skills,' they are qualities individuals need to work, lead, and interact with others. While soft skills can be developed, in many instances, candidates naturally have an inherent level of soft skill ability displaying themselves as great people to work with.
- Assess your soft skills and learn what soft skills you possess: [16 Personalities](#)
- Obtain a [digital badge](#) through Century College in the top 8 soft skill areas employers are looking for including: Teamwork and Collaboration, Oral and Written Communication, Intercultural Fluency, Critical Thinking, Initiative and Leadership, Resilience, Empathy, and Creative Problem Solving. Sign up for, complete a module, and receive a micro credential for your resume.



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	<u>Quadrant 1: Necessity</u> Definition: Immediate & important deadlines	<u>Quadrant 2: Quality & Personal Leadership</u> 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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Critical Thinking

One of the important skills to have in any business setting is the ability to use critical thinking to solve problems, improve products or services and generate innovative ideas. According to the National Association for Colleges and Employers (NACE), critical thinking is defined as the ability to analyze issues, make decisions, and overcome problems. The individual can obtain, interpret, and use knowledge, facts and data in this process and may demonstrate originality and inventiveness. Key to using these skills is the ability to communicate ideas and listen to others.

As an Intern here are ideas to develop critical thinking:

1. Ask questions throughout the internship experience, considering place and time to do so, e.g., during feedback discussion sessions vs. in the middle of a meeting.

2. What are the types of questions, problems, challenges, and considerations that interest professionals in your field? Know your approach to such questions, defining critical thinking in your field, and disciplinary ways of thought.
3. Use a journal for reflection and self-assessment of the learning experience. This may be useful in your feedback discussions. Use guided questions, such as: What happened in a given situation? What did you observe? What was your reaction? What did you learn about yourself? How can you apply what you learned?
4. Identify assumptions, weigh competing evidence, make decisions, consider alternatives, and present ideas.
5. Encourage interns to share ideas for solving problems while providing reasons for their ideas.
6. Look up an opinion article on a topic using the web. Identify assumptions, biases, points of view expressed. Discuss how they might undermine the argument/case the author is making.
7. Develop strategies for gathering and assessing and interpreting data, considering sources, quality, and relevance of the data.
8. Use a pro and con list to analyze ideas and points of view.
9. Identify and explore ethical considerations; are cultural considerations involved? How might that change assessments?

Resources:

- <https://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Learning-to-analyze-and-critically-evaluate-ideas-arguments-and-points-of-view>
- <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>
- <https://www.naceweb.org/career-readiness/competencies/employers-play-key-role-in-career-readiness-competency-development/>

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. At the end of this section is a list of values to view. Follow the instructions.

From the list of values, circle the ten that are most important to you. If you find it challenging to limit the list to ten, highlight all the ones that are most important to you; then reduce the list to 20, 15, and finally ten. 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 other values you would add? Jot them down here:

Ch. 4: Preparing and Applying for Internships



Preparing for an Internship

The previous chapters and steps have guided and prepared you for your internship. Finding an internship does not have to be difficult, but it does take time and planning. Follow these simple steps of preparation to get started. After reading use the checklist at the end to track each of your steps and completion.

Step 1: Evaluate Yourself

- Do you want to try out a career, strengthen your resume, get your foot in the door, develop an idea with a project in a specific business or organization, build your network or earn college credit? Decide what is most important to you as explore internship possibilities.
- Consider location, scheduling hours and flexibility. Will you be able to find transportation and arrive on time?
- Think about pay rates and benefits. Do you need a position that pays an hourly rate? Even unpaid internships can be worthwhile. You may also be able to negotiate other valuable options, such as a stipend at the end of a successful project, the opportunity to attend a conference, or payment of a student membership to a professional association.
- Consider meeting with a Career Counselor at Century College to assess your career strengths, interests, and talents.

Step 2: Confirm Your Goal

- Use the student worksheet (chapter 2) to develop your learning objectives and goals.
- Talk to Career Services staff, faculty, other college students and alumni to hear about their internship experience and ideas.
- Create a student account in College Central Network, a free online resource. Local and national jobs, internships and volunteer opportunities are posted on this site.
- Go to specific business and organization websites to check for internships. Professional associations often include job postings on their websites.

- Attending job fairs and internship events. Some specific annual events include the Minnesota State Universities Job and Internship Fair (February) and the Government & Nonprofit Job & Internship Fair (October).
- Visit the [State of Minnesota Career Force website](#). In addition to job postings, they also publish a calendar of upcoming job fair events.
- Other sites include Indeed.com; Internships.com, Monster.com, SimplyHired.com – there are literally hundreds of options!

Step 3: Readiness Steps

- Know your time frame and write down deadlines on an excel doc or in a day timer – some summer internships have deadlines as early as November the year before.
- Update or create your resume and other materials, such as cover letters and letters of reference or recommendation. Create your profiles for other platforms such as LinkedIn and Indeed. Career Services staff can help and there are resources available online to help you get started.
- Be prepared for an interview: Assure you have a professional email and phone message. Dress for success - neat, clean, and organized!
- Prepare your references in advance
- Obtain and review interview questions through Century College Career Services or their website library so you are prepared. Practice your responses so you are calm, comfortable, and confident. Research the organization website and ask relevant questions.

Step 4: Conducting Your Search and Next Steps

- Apply for more than one position so you do not miss an opportunity. Remember there may be many candidates applying.
- Prepare to follow-up on your applications. Call or email your contact to make sure your materials have been received.
- Set aside time weekly to continue to explore any new internship opportunities and postings.
- After an interview, send a thank you note and check your email for any follow-up from employers.

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 three 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!

Ch. 5: Succeeding at Your Internship

Working with Your Supervisor

Your supervisor is responsible for your progress at work; the assignments and projects you will have to do, the resources you will have available to do it and how you spend your time at work. It is important that you develop a good working relationship with your supervisor – you are reporting to them for your internship experience on the job.

- Ask about their expectations for scheduling; if anything were to come up that would make you late or absent, how and when do they want to be notified?
- Ask if there is anyone else you should direct questions to if they are not available.
- If you encounter a situation for which you are not prepared, know who to go to.

Review your learning objectives with them to be sure you agree on what will be done and when. Find out how often they want updates from you. You may want to request brief meetings with them to confirm you are meeting their expectations. Review the section on “Asking for and Receiving Feedback.”

If you need work accommodation of any type, be a self-advocate. Make sure your request is appropriate. Be prepared to be specific with your request – what do you need, when and why do you need it? Contact Career Services or Disability Services in the Access Center if you need some advice prior to discussing it with a supervisor. They will help you in determining the need for disclosure, deciding when to disclose and how. Other resources include the [Minnesota STAR Program for Assistive Technology](#).

Building Professional Relationships at Work

Effective communication is essential to completing work; understanding what needs to be done, when and how and who needs to know about it. Our work affects others and their work.

Effective communication is specific, timely and intentional. It is also a tool to help you understand an assignment or feedback given to you.

We can all always work to improve our communication. One of the best ways to know if your communication skills are effective is to ask others. What is their response? Their reaction? Their feedback? Does it result in what you intended? If not, ask why.

Appropriate Communication at Work

Conversation with others helps us to get to know each other. It can be interesting and enjoyable. You can find things in common and that can lead to friendships. But not everyone at work will be your friend – and that is OK, as long as you work well together and demonstrate mutual respect and consideration in your conversations.

There are things we do not talk about at work. This includes subjects that are inappropriate or are emotionally charged and can result in conflict and confrontation. Before you mention a topic, think through, what is the purpose of the topic? Is it work-related? Is it your place to say/communicate? Is it appropriate? Is it your news to tell? The following are some tips and examples for communication guidelines:

1. Is it appropriate?
 - “TMI” - Sharing “Too Much Information”:
 - If your intended listener has no need to know, do not share it.
 - Do not share personal or confidential information. If you do not want it repeated, do not share it.
2. Is it your news to tell?
 - Confidentiality: It is not to be shared with anyone. There may be legal requirements/repercussions.
 - Discretion: The quality of being careful about what you do and say so that people will not be embarrassed or offended. The quality of having or showing discernment or good judgment; cautiously reserved in speech.
 - Hearsay: Information that was heard by one person about another; heard or received from another, e.g., rumor, gossip.
 - Insensitive/Disrespectful: Showing that you do not know or care about the feelings of other people; lacking tact; callous; not responding to or caring about problems, changes, or needs of others.

So, what’s “safe?” Think of movies, books, hobbies, activities, vacation spots, school, classes, and sports – all kinds of possibilities to talk about and share information!

Complete the “Communication Skills Assessment” and “Communication Skill Builder” to assess and develop your communication techniques.

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 have been a participant in and fill in the example.

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/did not...</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 are 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 fifty-two 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	

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Asking for and Receiving Feedback

One important and valuable component of effective internship programs is the opportunity to receive feedback from others, especially professionals in the field in which you plan to work.

This is another reason for defining and reviewing your learning objectives yourself, and with your employer. You and the employer will be able to review and compare what you want to gain from the internship experience with your progress and readiness to move into next steps to expand or deepen your working knowledge.

Timing, location, focus, and word choice are key elements to asking for and responding to feedback. If your supervisor, mentor, or co-worker is not providing feedback, you can ask to schedule time with them and then be prepared with some specific questions. Here are some examples:

1. How am I doing?
2. Are there things I could be doing better? Ask for specific examples so you can understand; ask for specific actions you can take or changes you can make.
3. If you are not getting the opportunity to gain experience/do some of the things you discussed in your learning objectives, ask when you can expect to do so. Is there something else they want you to complete first, or do they think you are not yet ready?
4. It is possible they may not be ready with the time or people resources to do so – it may not have anything to do with your readiness or ability to perform the task or assignment
5. Thank them for their feedback.
6. Follow up on any specific feedback to be sure you are meeting their needs and expectations and they are seeing the results.

7. Process the feedback with Career Services or your faculty advisor. They can help you understand how to apply it to your learning experience.

Providing meaningful feedback is one of the most important and sometimes overlooked supervisory and leadership responsibilities. Some people you will be working with may not be used to having an intern or providing feedback and it may feel awkward or uncomfortable for them. Your specific questions can help them become more familiar with the process of providing feedback.

Finally, know that not all feedback may be applicable. Reflect on the information that has been given and why it might have been given. Think through what is being said, how it applies to you – your performance, your skills, behaviors, attitudes. If uncertain, ask questions for clarification.

You may also want to tap into their thoughts about their experience in the field, without getting too personal. Here are some examples:

1. What do you like best about this work?
2. What came as a surprise to you?
3. What do you know now that you wish you knew before?
4. If you could change anything about your career, what would it be and why?
5. If you could go back in time, is there anything you would do differently?

Asking for and receiving feedback will be useful to you throughout your career and professional development. It can help you develop communication skills and demonstrates to people that you are aware of and care about how you come across to others; that you care about your work and how you do it; that you are open to suggestions for improvement. This is a valuable trait employers desire – it shows you are “coachable.” You may also find this helpful as you progress in your career and find yourself in a position to provide feedback to others.

Navigating Organizational Culture

The culture of an organization refers to the norms, values and beliefs of leadership and the employees that work there. It is like its “personality.” It is the way “we see and do things around here.” Organizations will typically have policies and procedures, employee handbooks and checklists that define **what** is to be done and **why**. The culture of an organization describes **how** it gets done. You will want to know what is considered appropriate and acceptable at work.

Mission, Vision, and Values

Look at the organization website for clues – what is the mission statement, vision statement and values that are stated? How are they demonstrated? Think about how that aligns with your own personal mission, vision and values for your life and career. Are they in alignment? That will be a factor in your job satisfaction in the future.

Most organizations have an organizational chart that illustrates job titles and reporting relationships. This can be helpful in knowing who reports to whom and how the “chain of command” flows. But the chart will not tell you how communication happens or who influences decisions and priorities. That is something that is learned and experienced in the organization.

Work Rules, Policies, Guidelines

You will find that there are work rules and guidelines. Some are required by law or regulation. Some are designed by the organization. You will often find this information in an employee handbook. It will be helpful to you to learn where to find this information and ideally, you will receive this in your orientation materials. It may be in a folder, notebook or online. Ask for it to be sure you understand what the organization expects of its employees.

Fair and Ethical Treatment

While you may encounter situations you think are “unfair” or not right, please know that we expect fair and ethical treatment from our students and our employer partners. That means that you are never expected to do or be involved in anything illegal, immoral, or unethical. If you are ever asked to do something you feel is questionable, you have the right to decline. Contact Century College Career Services at careerservices@century.edu.

Sharing Ideas

One of the benefits to you and the employer is that you may be bringing some fresh ideas to the workplace! Your study and classroom learning combined with the opportunity to gain hands experience applying that knowledge may bring innovative ideas and perspectives to light. If you have an idea, talk to your supervisor about it. They may be open to trying it out and exploring it with you. Get their permission first, so it does not take them by surprise or use time and resources they had planned for differently. Discuss with your faculty too – you may be able to do an in-class presentation – which will add even more vast experience to your resume.

Ch. 6: Wrapping up Your Internship and Next Steps



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**.
- 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.

Letter of reference recommendation, final evaluation, and student reflections-applying what you’ve learned worksheets are available below.

Meeting with Career Services to Update Your Resume

Now that you have completed your internship, you will want to update your resume to reflect this new work experience. Stop by Career Services or use starfish to schedule an appointment to revise your resume.

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.

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?

Drop off at Career Services West 2420

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, 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

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