



# INTERNSHIP TOOLKIT



A PRACTICAL TOOL FOR PREPARING  
STUDENTS FOR THE WORLD OF WORK

**CLEVELAND STATE  
UNIVERSITY**



**Career  
Services**



# INTERNSHIP TOOLKIT TABLE OF CONTENTS

Employers have asked for a practical tool for starting or refining an individual internship or broader internship program. Included here are pieces that can be used independently or as a whole.

<b>SAMPLE INTERNSHIP DESCRIPTION</b>	<b>3</b>
<b>LEARNING COMPETENCIES</b>	<b>4</b>
<b>SUPERVISOR'S GUIDE</b>	<b>5</b>
<b>INTERNSHIP WORK PLAN</b>	<b>6</b>
<b>INTERNSHIP MIDTERM AND FINAL EVALUATION</b>	<b>7</b>
<b>EVALUATION AND FEEDBACK</b>	<b>8</b>
<b>TIPS FOR PROVIDING FEEDBACK</b>	<b>9</b>
<b>15 BEST PRACTICES FOR INTERNSHIP PROGRAMS</b>	<b>10</b>



# SAMPLE INTERNSHIP DESCRIPTION

**POSITION TITLE:****DEPARTMENT:****SUPERVISOR:**

Name and role

**POSITION SUMMARY:**

Overview of position (Tip: consider what will attract a candidate)

**POSITION RESPONSIBILITIES:**

Clearly defined areas of responsibility (e.g. projects, tasks)

**QUALIFICATIONS:**

Education; experience; undergraduate or graduate degree; GPA; areas of relevant study

**REQUIRED KNOWLEDGE,  
SKILLS AND ABILITIES:**

Knowledge of specific skills (e.g. technical, language); other transferrable skills (e.g. project management, flexibility, work ethic)

**LEARNING OUTCOMES:**

What will the student be able to accomplish as a result of this internship? (Tip: use Learning Outcomes sheet)

**DAYS/TIMES NEEDED:**

Hours per week; location of internship; if license or personal car is required

**SALARY:**

Typically \$10-15 an hour in order to be competitive; must be at least minimum wage

**POSTING DATES:****ADDITIONAL DOCUMENTS  
REQUIRED TO APPLY:**

Resume; cover letter; writing samples

**HOW TO APPLY:**

Website or contact's email





# LEARNING COMPETENCIES\*

Career readiness of college graduates is of critical importance in higher education, in the labor market and in the public arena.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the **\*National Association of Colleges and Employers (NACE)** has developed a definition and identified competencies associated with career readiness.

The definition and competencies work to help close the gap between higher education and the world of work. They lay the foundation for the work necessary to prep college students for successful entry into the work force.

## COMPETENCIES

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions and overcome problems. The individual is able to obtain, interpret and use knowledge, facts and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect and learn from diverse cultures, races, ages, genders, sexual orientations and religions. The individual demonstrates openness, inclusiveness, sensitivity, the ability to interact respectfully with all people and understand individuals' differences.



## DEFINITION:

Career readiness is the attainment and demonstration of the requisite competencies that broadly prepare college graduates for the successful transition into the workplace.





# **SUPERVISOR'S GUIDE**

## **TIMELINE/INSTRUCTIONS FOR SUPERVISORS:**

### **DAY 1: Orientation**

- Office culture (dress code, use of mobile devices, use of social media, department policies, arrival and departure time, parking, events, etc.)
- Organizational chart (staff and reporting structure)
- Physical area (work space, restrooms, breakrooms, emergency exits, safety facilities, etc.)
- Technology (what is required/available for use and how to operate them)
- Duties and responsibilities (what student will be doing, expectations, goals, tasks, acceptable results, etc.)

### **WEEK 1: Orientation and expectations**

- Determine weekly tasks and appropriate deadlines
- Coordinate a team/organization meet and greet
- Assign a project that the student will manage from start to finish, including deadlines
  - These tasks and projects should align with learning objectives; we recommend you determine together what those objectives should be and incorporate them in the Work Plan

### **WEEK 7-8: Complete Midterm Evaluation with student**

- Using the weekly tasks and semester project that was determined on the student's Work Plan, assess the current results and share feedback with the student - both on quality of work content and interpersonal skill development (refer to Learning Outcomes)

### **WEEK 16: Complete Final Evaluation with student**

- Using the weekly tasks and semester project that was determined on the student's Work Plan, assess the final results and share feedback with the student - both on quality of work content and interpersonal skill development (refer to Learning Outcomes)



# INTERNSHIP WORK PLAN

Name: \_\_\_\_\_ Major: \_\_\_\_\_

Year in School: \_\_\_\_\_ Date: \_\_\_\_\_

Weekly Tasks	Deadlines

Semester Project	Deadlines

Student Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_





# INTERNSHIP MIDTERM AND FINAL EVALUATION

Name: \_\_\_\_\_ CSU ID: \_\_\_\_\_ Date: \_\_\_\_\_

**Student Instructions:** Complete the Weekly Tasks and Semester Project fields based on the Work Plan. Complete the Core Competencies Self-Evaluation by checking off the appropriate box for each area. Sign form after reviewing with your supervisor.

**Supervisor Instructions:** Complete the Results and Comments sections for the Weekly Tasks and Semester Project. Complete the Core Competencies Evaluation by checking off the appropriate box for each area and adding comments as appropriate. Sign form after reviewing with the student.

Weekly Tasks	Results	Comments

Semester Project	Results	Comments





# EVALUATION AND FEEDBACK

Student Self Evaluation	Exceeds Expectations	Meets Expectations	Needs Improvement	Supervisor Evaluation	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
Critical Thinking/ Problem Solving				Critical Thinking/ Problem Solving				
Oral/ Written Communication				Oral/ Written Communication				
Teamwork/ Collaboration				Teamwork/ Collaboration				
Digital Technology				Digital Technology				
Leadership				Leadership				
Professionalism/ Work Ethic				Professionalism/ Work Ethic				
Global/ Intercultural Fluency				Global/ Intercultural Fluency				

Student Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_



# TIPS FOR PROVIDING FEEDBACK

## FOCUS FEEDBACK ON BEHAVIOR, RATHER THAN THE PERSON

It is important to refer to what the person does, rather than comment on what we imagine the person is. This focus on behavior helps to center on actions rather than qualities. “I noticed you talked for a few minutes,” rather than, “You are a loudmouth.” Focusing on behavior also relates to a specific situation, which can be changed. It is less threatening to hear feedback about behavior than traits.

## FOCUS FEEDBACK ON OBSERVATIONS, RATHER THAN INFERENCES

Speak to what you can see and hear, not to your own interpretations or conclusions. “I noticed you looked down the entire time you answered that question,” instead of, “You looked sad when you answered that question.”

## FOCUS FEEDBACK ON DESCRIPTION, RATHER THAN JUDGEMENT

Report what occurred; do not make judgements about good, bad, right, wrong, nice or not. Judgements arise out of a personal frame of reference or values, whereas descriptions are objective.

## FOCUS FEEDBACK ON THE VALUE IT MAY PROVIDE FOR THE RECIPIENT, RATHER THAN THE “RELEASE” IT PROVIDES THE PERSON GIVING THE FEEDBACK

Before providing feedback, consider if it is in service of the client, or if it is about your need to give advice.

“The fear of feedback doesn’t come into play just during annual reviews... Many expect the worst: heated arguments, impossible demands...

Those who learn to adapt to feedback can free themselves from old patterns. They can learn to acknowledge negative emotions, constructively re-frame fear and criticism, develop realistic goals, create support systems and reward themselves for achievements along the way.”

**Jay M. Jackman and Myra H. Strober**

“Feedback can provide learning opportunities for each of us if we can use the reactions of others as a mirror for observing the consequences of our behavior.

Such personal feedback helps to make us more aware of what we do and how we do it, thus increasing our ability to modify and change our behavior and to become more effective with our interactions with others.”

**Dr. George F.J. Lehner**





# 15 BEST PRACTICES FOR INTERNSHIP PROGRAMS

- 1.** The intern must have a supervisor - someone who is interested in the student's growth and success
- 2.** Provide interns with meaningful work assignments
- 3.** Hold orientation for intern and staff
- 4.** Invite university staff and faculty to visit interns onsite
- 5.** Offer scholarships
- 6.** Offer flex-time and/or other benefits that would make this experience attractive
- 7.** Provide interns with a handbook and/or instructional videos
- 8.** Provide housing and relocation assistance
- 9.** Encourage team involvement
- 10.** Bring in speakers from your company's executive ranks
- 11.** Hold panels with employees who were hired as new grads
- 12.** Offer ongoing trainings and encourage out of office learning
- 13.** Showcase intern work through presentations and expos
- 14.** Conduct focus groups and surveys to generate feedback with interns and co-workers, for continuous work improvement
- 15.** Conduct exit interviews

Courtesy of the National Association of Colleges and Employers (NACE)

## BONUS TIPS!

- Hold interns accountable for delivering quality work that adheres to deadlines
- Give interns direct and meaningful performance feedback

