

Framing Internships:
Facilitating Student Development through Internships

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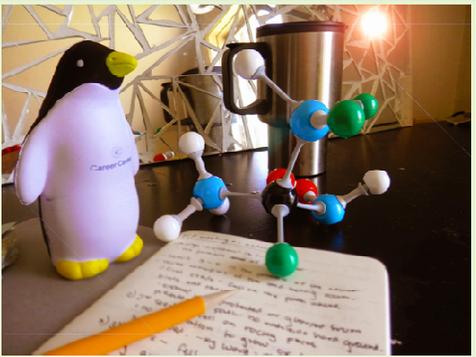
August 2017

My goals for this session:

- Show how Carleton helps students to identify, understand, and demonstrate "good employee skills" in their internships
- Highlight some tools that we use to support student learning in our internship reflection program
- Provide you all with at least one idea that you can adopt in your own work

Part 1:

Carleton's
Internship
Reflection
& Career
Readiness
Program

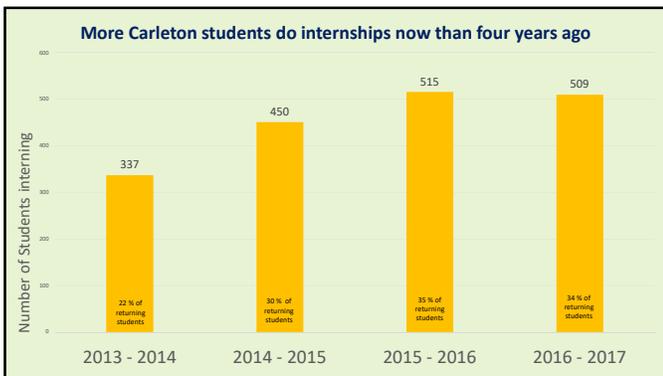




Carleton

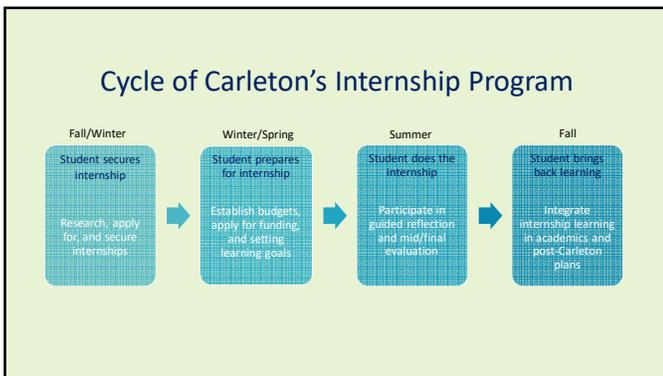
2,000 students
 Liberal Arts
 Private school

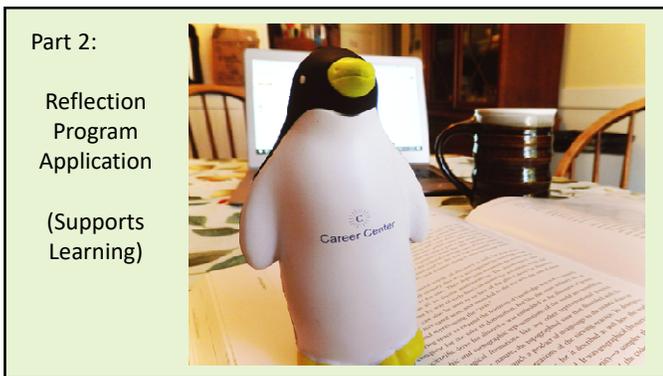
Internships
 not required











Part 2:
Reflection Program Application
(Supports Learning)

Our support for skill-building starts with the program application

Essay question (3rd of 3 questions)

- Tell us about how you expect the internship to impact your academic and career pursuits
 - What do you hope to learn from your internship and how to you expect to accomplish this learning? Please describe several objectives related to personal growth, skill-building, professional development, and career exploration.

Faculty Recommendation

Our form instructs faculty to discuss the student's internship plans and goals.

Faculty submit the form to the Career Center online in support of student's application.

Faculty Recommender: The applicant noted above is applying for funding through the Career Center to support a summer internship experience. This confidential form is a component of this student's internship funding application and will not become part of this student's permanent record. After completing this form, please return it directly to the Career Center either in person or via campus mail. Upon receipt, you will receive a confirmation email.

- In what capacity do you know the applicant? (select all that apply)**
 - Faculty/Instructor: I taught student in one (or more) courses
 - Adviser: I serve(d) as student's liberal arts and/or major adviser
 - Mentor: I provide(d) student with academic and/or professional advice in an unofficial capacity
 - Other
- Have you discussed the applicant's summer internship plans and internship learning goals?**
 - YES
 - NO
- Based on your knowledge of the applicant, does s/he possess the ability and level of inquiry to succeed in the proposed internship?**
 - YES
 - NO
- Overall assessment**
 Highly recommend Recommend Recommend with reservations Do not recommend

Faculty Signature: _____ Date: _____

Budget form

Completed by student as part of the funding application process.

(For typical undergrad students, creating and using a budget can be a daunting task.)

SECTION 1: EXPENSES		Sub-Totals	Totals
Item			
1. Housing			
a. Number of weeks housing will be needed			
b. Estimated cost of housing per week			
Total Housing Expenses			
2. Transportation to/from Internship Site			
a. Estimated cost of travel (plane, train, automobile, other)			
Total Travel Expenses			
3. Daily Commuting Expenses			
a. Distance from residence to internship site (in miles)			
b. Anticipated daily commuting expense			
Total Daily Commuting Expenses			
4. Food Expenses			
a. Weekly groceries (average 200/week)			
b. Dining out (average 150/week)			
Total Food Expenses			
5. Other Expenses (please describe)			
a. _____			
b. _____			
Total Other Expenses			
TOTAL EXPENSES (Sum of 1-5) equals \$:		(A)	
SECTION 2: SAVINGS GOAL (Based on your financial aid obligation; up to \$3,000)			(B)
(Amount of funds you seek to have in hand after the internship)			
SECTION 3: FINANCIAL RESOURCES AVAILABLE FOR THIS INTERNSHIP			
a. Internship site-provided stipend or wage			
b. Other awards/scholarships/grants from Carleton for this summer internship			
c. Family/Personal savings intended for this internship			
d. Other			
TOTAL RESOURCES (Sum of above rows)			(C)
SECTION 4: TOTAL FUNDING NEEDED (Maximum of \$4,000 for domestic; \$5,000 for international)			
(TOTAL EXPENSES - SAVINGS GOAL) - TOTAL RESOURCES = TOTAL FUNDING NEEDED			(D)
(A plus B) minus (C) equals \$:			

Learning Contract Example #1: Student at a non-profit (social entrepreneurship focus)

Student's Learning Goals and Methods of Learning (At least one goal should address a skill you wish to focus on.)		
1	Goal	I hope to get exposure to the world of social entrepreneurship and NGO's.
	Method	I will set up interviews or meetings with the people that I get to know through my work and talk to them about how they got into their work and their experiences working in this sector.
2	Goal	I hope to learn more about the legal issues of immigration and the asylum process.
	Method	I will do independent research before arriving. In addition, I will investigate this topic as I go along in my internship and come across things that spark my interest and inspire me to research more outside of work.
3	Goal	I hope to improve my ability to communicate well and advocate for myself in a work place. ←
	Method	I will set up regular meetings with my supervisor to go over how my work is going and how I can improve. I will also work to form relationships with my co-workers and develop positive communication in my work place.

Learning Contract Example #2: Student in an archive at a large university.

Student's Learning Goals and Methods of Learning (At least one goal should address a skill you wish to focus on.)		
1	Goal	I will improve my ability to accept and act on feedback about the quality of my work. ←
	Method	I will check in with my supervisor weekly about my progress and any concerns she may have, and then use that feedback to improve the quality of my work accordingly.
2	Goal	I will gain a greater understanding of the field of archival work, such as the nature of the work of archivists, the responsibilities of different positions, and the necessary preparation for the
	Method	I will conduct at least three informational interviews with archivists at the James Ford Bell Library and other libraries at the University of Minnesota in order to learn more about the field.
3	Goal	I will learn some of the necessary technical skills to work in archives, such as digitization and how to interact with fragile documents.
	Method	I will keep a notebook to write down important processes or things I learn, and ask questions about tasks I don't understand or know how to do.

Part 4

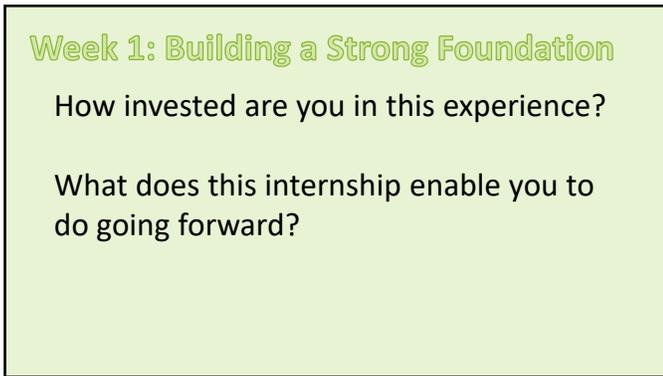
During the Internship

The reflection blog helps students to pay attention to and share their learning









“...how invested am I in this internship? For a moment in the chaos of the memos and the software trainings and the conference calls I thought to myself- How did I get here? I’ve stumbled upon this summer opportunity, not intentionally or purposefully. But now that I’m here, I’m invested in doing a good job, I’m invested in building relationships with my peers and supervisors, I’m invested in learning the ins and outs of this world. Even working as an assistant in the office I can help these people do the important work they’re doing, and if I can figure out some of my career goals along the way, that would be a great thing to stumble upon too!”

Excerpt from intern comment; June 13

Week 6: Progress and Growth

Now that you’ve been at your internship for some time, think about how working with your boss is different than working with your professors?

“I truly value my relationships with both my boss and professors. They both share the common denominator of being mentors who are kind enough to go the extra mile to invest in my future. I think the main difference comes from the known consequences of succeeding at a task versus failing at it. My competency directly impacts my grades. However, being in a real world work environment is different. My competency is a reflection on me, but it can impact multiple people and the organization. My work has a real impact that extends well beyond myself.”

Excerpt from intern comment; July 27

Week 8: Professionalism and You

Imagine that this is your new fulltime job, not just your internship. Would you be treating your work differently?

Does this thinking inspire you to change anything for the remaining weeks of your internship?

"If this were a full time job, I think I would reach out to more of my other co-workers and get more input from them on how my project can be of use for them in order to improve my project. I am working on a data visualization project and there can always be improvements and additional functions. Since I only have a limited amount of time for an internship, I won't have enough time to incorporate everything. Otherwise, I would work more closely with the other lab members.

"Also, my project is pretty different from everyone else here so I usually work on it on my own. If I were working here longer, I would probably start a new project since there's only so much I can do for one project, which means I will take initiative to seek out projects that will be useful to the [other staff] members and make data more accessible. My internship ends very soon but this kind of long term thinking can be applied to other internships and experiences as well."

Excerpt from intern comment; August 3

Original Posts:
Example #1

"After two weeks of my internship, I have become even more mesmerized by the coast. I have explored more coastal bluffs and beaches. Further, I know the species better that fill these beautiful landscapes. Here are some photos from my time in the field collecting seeds."



Rubric* for feedback –excerpt

	1 Underdeveloped	2 Slightly developed	3 Well developed	4 Very high ability
Ability to communicate clearly	Have difficulty expressing meaning or content appropriately	Message and delivery is clear and organized some of the time	Delivers articulate and meaningful content consistently	Clearly explains material and is articulate and purposeful, appropriate to the setting
Work Ethic/Engagement with work	Too laid back, easily distracted, appears unmotivated	Appears to be productive and engaged sometimes	Is generally productive and willing to help as needed	Consistently hard-working, focused, enthusiastic, and eager to learn
Punctuality and ability to meet deadlines	Often late and/or unavailable without adequate notice	Generally on time and discusses absences with supervisor	Always punctual	Prioritizes timeliness and clarifies deadlines to ensure completion
Follow through to complete initiatives	Has not met expectations to finalize any initiatives and has not communicated progress	Partially completed some projects, but has not consistently communicated progress	Has completed most projects according to expectations	Has completed all tasks and consistently communicates progress with supervisor

* Adapted from Bennington College, 2014

Intern thoughts on midpoint feedback

"I sat down with my supervisor last week to discuss my progress in my learning goals. To be honest I was kind of dreading this meeting...when we started discussing the internship and my experience, I was reassured when I realized we were both on the same page.

"Generally, we were both happy with the work that I have been doing. Also, when my supervisor mentioned that she wished I would speak up more in meetings, I agreed, and told her it was something I wanted to improve on as well. ... So for the last couple of days, when people have asked for opinions, I've spoken up and said my thoughts."

Related to midpoint evaluation conversation
Excerpt from intern comment on blog, July 25

Supervisor final feedback comments

- "[He] has a very strong work ethic and is not afraid to dive into any project or task, glamorous or not. This is a huge asset, particularly early on in career development."
- "[She] displayed a strong work ethic and great initiative. Whatever task we gave her, she would complete it on time (or early) and it would invariably be of high quality."
- "[He] was great at working with the others and making them feel comfortable and effective. His honesty and earnestness were apparent in the office and the communities that he managed. And as a result, he was able to talk to provide valuable product advice for the team."
- "[She] shows a strong sense of self, which is admirable."

Part 6

After the internship

Reflecting and bringing the learning back to campus



Reflection Essay Questions

- What are the three most important skills you gained/strengthened from this experience?
- What are the key lessons you have drawn about yourself from this experience?
- How will you use the experience gained to chart your path forward?
- What did you learn that surprised you?
- For what are you most grateful?
- What advice would you give to other students about internships?

Essay Excerpts

"I was taught new ways of thinking about problem solving from a scientific perspective, especially when dealing with ideas that seem too large to contain in one undergraduate level project. By sitting in on weekly meetings, I gained insight not only into the kind of research that is going on in this field, but also into the minds and thought processes of some of the most driven scientists I've ever met. Communication issues with my supervisor taught me to be straightforward with my ideas and concerns, and not to wait around to be asked if I had any questions or needed help."

"The skill that I'm most proud of is my growing sense of flexibility. I tend to be a rather stubborn person, and I don't like to change things or let on when I am lost. This internship, however, has really challenged me to have to change this. Every time I think that I am finally done with creating my stimuli, my supervisor thinks of something I can change. My original plans and expectations for my experiments have certainly changed a lot over the course of the past five weeks, and I think that's absolutely awesome. Though it's certainly frustrating to feel as if I'm not making progress at times, it's really cool seeing just how much of a process experiment design is."

"Even doing boring tasks (sharpening pencils, printing tickets, folding programs), I am surrounded by friendly and engaging people. Many of my bosses are on teams that put on shows here, so seeing their shows serves as motivation and a reminder that grunt work is almost always necessary."

Reflection Essay Book

Distributed to:

- Stewardship
- Alumni Relations
- Development
- Admissions
- Campus leadership



Reflection Poster Session (Fall)

Invitees:

- students
- faculty
- parents
- alumni
- donors
- internship hosts
- campus leadership



Reflection Poster Sample

Student highlights a "good employee" skill (flexibility) in their poster.

Communications & Research Intern
Summer 2016 **Person**

Organization

- Minnesota Democratic-Farmer-Labor Party
- Founded in 1944
- Mission: To elect DFLers to office
- Currently holds Gov., MN Senate, both US Senators, and 5 Representatives

Tasks

- Weekly Columns on Recent Events
- Memos regarding messaging and interview preparation
- Media Advisories
- Preparing materials for the DNC
- Preparing and Staffing the DFL State Fair Booth
- Staffing the State Central Committee Meeting

Lessons

- Careers in politics are very diverse
- Flexibility is critical in communications
- Acquired basic skills in WordPress
- Learned about how political parties interact with the media
- Conducted informational interviews with DFL staff

Career Paths



Special Thanks to the Woodside Endowed Fund for Career Exploration

Advice from Carleton Interns

(Pulled from reflection essays)



Example marketing campaign for the Summer experiences survey.

We aim to capture internship, work, research, volunteer, service, and other summer activity done by students.

Internship sites fed into searchable database for students.



Let us know what you did this summer. go.carleton.edu/summer_exp

Your response makes a difference



Thank you for your attention.

I welcome your thoughts and questions.
