



Humanics

Exceptional Leaders. Enhanced Organizations. Enriched Communities.

Department of Sociology
College of Social Sciences
California State University, Fresno

INTERNSHIP HANDBOOK

SOC185 – Internship



Discovery. Diversity. Distinction.

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Introduction

Experiential education (i.e., learning by doing) is the most effective method for the development of skills that prepare future professionals for employment. Internships are the bridge between academia and the professional world. They provide scholars with an opportunity to gain professional skills that will enhance marketability upon graduation from college.

This handbook is designed to guide scholars through the process of developing a successful internship to enable them to acquire the internship competencies required for the Humanics Certificate in Administration & Leadership for Community Benefit Organizations and/or Minor Degree in Philanthropic and Community-based Leadership through California State University, Fresno.

Goals and Objectives of the Internship Experience

Above and beyond satisfying the National Certification requirement of completing 300 hours of supervised internship with a 501c3, community benefit organization (CBO), enhancing the scholar's resume with career-related experience, and building contacts for a future job search, there are other valuable goals and objectives of an internship experience. These include, but are not limited to:

- Learning more about a chosen industry or field
- Applying classroom theory to a specific life setting
- Becoming more knowledgeable about general work functions, such as marketing, human resources, communications, operations, financial and resource development, research and development, and program design
- Learning career-related skills, such as public speaking, supervision, analyzing data, budgeting, and coordinating events
- Developing valuable contacts in the field by networking with professionals
- Helping the scholar analyze a personal commitment to the field of nonprofit management and leadership
- Enabling the scholar to assume professional responsibilities and substantive tasks
- Increasing communication between the academic and professional communities so they both benefit from the exchange

More specific goals will be constructed in the Educational Learning Plan (see Appendix A).

Student Eligibility/Qualifications

Although there may be special considerations made, the following eligibility standards shall act as a departmental standard. The scholar intern candidate:

- ❖ Must have completed 60 units of college coursework (including the units from the current term)
- ❖ Must have a cumulative GPA of 2.7 or better
- ❖ Must have completed at least 3 units of Humanics coursework

Host CBO Eligibility Qualifications

When selecting potential sites for internships and providing guidance to both the potential intern and the potential host CBO, it is important to strive for compatibility between the needs of the organization and the scholar intern. Therefore, it is strongly recommended that the host CBO shall:

- ❖ Sign an Agreement of Affiliation between the academic institution and the host organization
- ❖ Provide broad-based opportunities for learning
- ❖ Foster an environment that provides equal opportunity and treatment without regard to race, color, religion, national origin, gender, age, disability, veteran status or sexual preference
- ❖ Have qualified internship supervisors
- ❖ Be large enough to ensure that the basic programs are developed and maintained sufficiently without complete reliance on interns

Selecting an Internship Site

The selection of an internship site is the joint responsibility of the scholar and department faculty in charge of supervision. Initially, the scholar typically states an interest or specific request to his/her faculty advisor, who determines eligibility. This step should take place at least two weeks before the internship begins.

The faculty advisor and scholar must meet to discuss the type of internship needed, the number of academic credits to be earned, the working hours required, the internship goals and objectives and identification of a potential host CBO.

Planning The Work

Make a plan - It's called the Educational Learning Plan!

The Educational Learning Plan (Appendix A) will:

- ❖ Clearly define tasks and responsibilities
- ❖ Set a work schedule and work parameters
- ❖ Provide the basis for performance measures and evaluation.

Ideally, an educational learning plan should be developed within the first two weeks of the internship placement. The learning plan should be signed by the scholar, the Faculty Advisor, and the host organization supervisor. It should include the roles and responsibilities of all involved parties. The next several pages detail the roles and responsibilities of each party: the scholar, the Faculty Advisor, the host organization and the host organization supervisor.

Defining Roles and Responsibilities

The scholar intern should:

1. Submit the completed "Agreement Form" (Appendix B) to the Faculty Advisor.
2. Report to the host CBO at the agreed upon start date.
3. Adhere to required work hours, policies, procedures and rules governing professional staff behavior.
4. Report for work on time, complete assignments and maintain a professional attitude and appearance.
5. Notify the host organization supervisor and Faculty Advisor of any unavoidable absences, or of any difficulties with the site or site supervisor.
6. Adhere to confidentiality policies and procedures.
7. Maintain professional relationships with fellow employees, constituents, etc.
8. Utilize a courteous, enthusiastic, open-minded approach to policies and procedures within the profession.
9. Be consistent and punctual in the submission of all work assignments.
10. Ask for assistance when needed.
11. Ask for feedback; constructive criticism allows the intern to modify or change behavior/performance for the better.
12. Maintain a job activity journal with comments on specific problems and challenges and outcomes.
13. Assemble a work portfolio to show potential employers. This may include documents, press releases, new procedures, research or other projects. Keep notes on those items, which do not produce

tangible results such as participation in meetings or offering new ideas for improving an organizational system.

14. Periodically ask the host agency supervisor to review the journal and add their reflections, comments and evaluations.
15. The scholar should submit a report (Appendix C) at mid term and at the conclusion of the semester.
16. Complete and submit the "Student Performance Assessment" (Appendix D) to the host agency site supervisor and Faculty Advisor mid-way through and upon completion of the internship.

The Faculty Advisor should:

Preparing for the internship:

1. Approve the placement in consultation with the scholar and the host organization.
2. Familiarize the host organization and intern supervisor to the internship process and departmental expectations.
3. Determine if the internship experience, done in conjunction with academic requirements, warrants academic credit.
4. Assist scholars in completing the educational learning plan by defining competencies to be achieved (learning objectives), developing the proposed plan of study and assigning academic requirements of the internship.
5. Contact the intern through meetings, telephone calls or e-mails to review the scholar's progress in accomplishing the learning objectives.
6. Act as a resource for or consultant to the intern regarding any special problems or work-related issues.

Conferring with the internship site:

1. Be in contact (in person, via phone or email) with the host organization supervisor to determine if the tasks/responsibilities, learning objectives and the evaluation of learning experiences set forth in the internship educational learning plan are being completed.
2. Review completed performance evaluations (Appendix D) forwarded by host organization supervisor.
3. Upon the request of the host organization or the scholar intern, conduct a site visit to help ensure the internship is on the right track to meet the agreed upon competencies.
4. Verify the agreed upon competencies/learning objectives have been achieved.
5. Determine the intern's grade in consultation with the host organization supervisor.

The host organization should:

Prior to the placement of the intern:

1. Assess the organization's ability to provide meaningful work assignments and time for training and supervision
2. Select the intern supervisor. Identify a staff member who is committed to and capable of developing people and who has time to supervise interns. To ensure a quality learning experience for interns, the site supervisor should be a professional in the field with a similar background to the intern's major course of study.
3. Clarify the reporting structure for the intern, how the intern's work should be prioritized and how evaluative feedback should be communicated.
4. Consider the standards by which the intern will be evaluated.
5. Clarify the responsibilities of the intern, and specify the parameters or constraints of these responsibilities (licensing or legal limitations; entry, intermediate or advanced level, etc.)
6. Describe the skills needed to fulfill the work responsibilities as well as the skills that can be gained or sharpened through the internship experience.
7. Accept scholars for placement without regard to race, ethnic origin, gender, age, religious or political persuasion, or sexual preference. The organization retains the right to reject individual scholars who cannot function in its organization.
8. Complete with the scholar the educational learning plan and return to the Faculty Advisor.
9. Provide an overview of the job, expected outcomes, projects/tasks and minimum skills and qualifications. Keep in mind the internship experience is intended to provide opportunities for scholars to apply their classroom knowledge and gain new skills.
10. Avoid using the internship program to fill staff vacancies.
11. Provide liability coverage for the scholar intern while on duty.

The host organization supervisor should:

While supervising the intern:

1. Be available to discuss the educational learning plan with the Faculty Advisor, if necessary.
2. Familiarize the intern with the work site. Introduce the intern to the mission, goals and policies of the assigned department, as well as any unwritten rules and regulations.
3. Provide the intern with a tour of the site. Introduce the intern to fellow employees and provide them with background information about the intern's projects and responsibilities.
4. Train the intern to use office equipment.

5. Involve the intern in activities, which provide him/her with an educational experience beyond what she/he normally receives from a regular part-time or full-time job. This could be accomplished in several ways, including job rotation, exposure to different aspects of the firm's operation, increased responsibility/authority/accountability.
6. Provide the scholar with adequate resources to accomplish job objectives.
7. Assign and supervise the completion of tasks and responsibilities that are consistent with the intern's role in the organization.
8. Schedule regular meetings with the intern to provide a forum for discussion and reflection on expectations, projects, responsibilities and progress.
9. Consult with the Faculty Advisor if the supervisor becomes aware of personal or communication problems that are disrupting the intern's learning and performance.

Evaluating the intern:

1. Supervisors are encouraged to review the intern's journal, if applicable, and to add their reflections, comments and evaluations. This feedback will enhance the educational value of the scholar's experience.
2. Conduct mid-term and final evaluations and provide copies to the Faculty Advisor (Appendix D).
3. Arrange an exit interview with the intern to review the completed performance evaluation and discuss the intern's performance and accomplishments. Obtain the intern's signature on the evaluation. This form is forwarded to the Faculty Advisor in determining the intern's final grade.

Evaluating the Internship Experience

Responsibilities of the intern/host CBO supervisor:

1. Schedule a date and time close to the end of the term to allow the scholar one hour for his/her performance assessment.
2. In preparation for this meeting, each person needs to fill out the "intern and supervisor input form" (Appendix D) provided by the Faculty Advisor. The scholar will also complete the "intern input form."
3. During the evaluation, the intern and host organization supervisor will review each performance area and discuss strengths and needed development. If there is disagreement, the intern should have an opportunity to include his/her comments on the "intern and supervisor" form.
4. Submit forms to the Faculty Advisor. Make copies for the intern, host organization supervisor and the Faculty Advisor.

Responsibilities of the Faculty Advisor:

1. The Faculty Advisor should be in contact with the intern and the host organization supervisor mid-way through the internship, not only to evaluate progress, but also to ensure the goals of the education learning plan are being met.
2. Review completed performance evaluations forwarded by host organization supervisor.
3. Verify the agreed upon competencies have been achieved.
4. Determine the intern's grade in consultation with the host organization supervisor.