Student Forms for Internships (for Academic Credit)

A Message from Jerry Houser: .................................................................2
Flow chart for students - Getting an internship ..................................................3
Paperwork Required for Internship .....................................................................4
Required: Internship Job Description (for employers) ........................................5
Sample Job Description .......................................................................................7
Required: Internship for Academic Credit Agreement Signature Form ...............9
Required: The Internship Learning Outcomes Contract .....................................10
Weekly/bi-weekly Internship Journals ...............................................................13
Sample Bi-weekly Journal Entry .................................................................15
Assignment Description for Literature/Article Review Paper ...............................16
Final Report Outline .........................................................................................16
Performance Review Guidelines ........................................................................17
Internship Evaluation .......................................................................................18
Example of an Internship Evaluation ...............................................................20
Informational Interviewing .............................................................................22
A Message from Jerry Houser:

Please read this page thoroughly.

To: Students seeking academic credit for internships
From: Jerry Houser, Associate Dean/Director Career Services, and Adjunct Professor
Subject: Required forms for receiving academic credit for Internships

I have tried to make the academic credit process as streamlined as possible for you. Most of your questions and concerns will be clarified here.

Before I sign your paperwork, I will ask you this question: Why are you seeking academic credit for this internship?

Most answers to this question include:
1. The employer requires it and/or my academic department requires it.
Response to #1. The only time an employer needs to require academic credit is if the employer is a for-profit company. All non-profit and public organizations can accept you as an intern on a volunteer basis. Sometimes employers are confused about the necessity of academic credit. You need to discuss the internship with me if the company is a for-profit entity requiring academic credit.

If your academic major requires an internship, then you need to work directly with a professor in that department. I cannot give credit for anything other than IDS 194 and it will not count as a part of your major requirements.

2. I need or want the additional units.
Response to #2: You can receive anywhere from .25 – 1 credit for an internship. The amount of credit depends on the number of hours you work and the learning contract activities required. Remember, you have to pay for each additional credit above 4.50 in any given semester, so you should figure out what you need. Read further in this document to see sample learning contract activities for receiving credit.

3. I want to get a benefit from an unpaid internship.
Response to #3. The main benefit for receiving academic credit for an internship is that I will be monitoring your progress through the learning contract. The disadvantage of receiving academic credit is that you will be required to do extra work through the contract – typically requiring weekly journals, annotated bibliography, informational interviews, meetings, and a final paper about 8 pages long.

4. I want documentation on my transcript for future jobs or grad school applications.
Response to #4. There is no benefit for having a credit/no credit IDS Insight Internship appearing on your transcript. The real benefit is that you will be able to describe any internship you have on your resume and/or grad school application. Employers and grad schools are looking for hands-on experience which you will obtain whether or not you receive credit.

If your interest in receiving academic credit includes #1 or #2, then keep moving ahead with the three required documents to get the internship registered. If not, you may want to re-consider academic credit, or you may want to talk to me directly about your interest. If you are working with a professor in an academic major then you must talk with them directly.

Thank you.
Jerry Houser
Flow chart for students - Getting an internship

Do you have an internship offer?

Yes →

No →

Do you want academic credit? Go to Career Services and/or professor for assistance

Yes →

No →

Is the internship in your major? Talk with Career Services

Yes →

Talk w/ professor

No →

Do they have an internship class you can take?

Yes →

Register for the course and follow procedures (IDS 275 Theories of Career Dev Course)

No →

Can the professor give you credit as part of an existing class?

Yes →

Work with Career Services

No →

Discuss Independent Study Option with professor or Career Services
Paperwork Required for Internships for Academic Credit

1. Have a discussion with Career Services to obtain permission to get academic credit for an internship.

2. Follow the organization/agency steps for applying to the internship – which typically involves providing a resume and cover letter, and interviewing for the position.

3. The employer/agency agrees to hire you. Then you complete the steps required for obtaining academic credit for the internship.

Activities Required with for-credit Internship

<table>
<thead>
<tr>
<th>EMPLOYER</th>
<th>CAREER SERVICES or FACULTY</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates Job Description</td>
<td></td>
<td>Applies and agrees to job description tasks and responsibilities</td>
</tr>
<tr>
<td>Interviews, selects, and offers the student the internship/job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signs internship agreement</td>
<td>Signs internship agreement</td>
<td>Signs internship agreement</td>
</tr>
<tr>
<td>Provides ongoing supervision of intern at worksite</td>
<td>Visits internship site, establishes office hours and/or internship class</td>
<td>Completes assignments, reading, journals, and attends class meetings.</td>
</tr>
<tr>
<td>Reads intern’s Self-Evaluation</td>
<td></td>
<td>Completes Internship Self-Evaluation for supervisor</td>
</tr>
<tr>
<td>Conducts exit interview with job performance evaluation</td>
<td></td>
<td>Receives supervisor evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades final paper and checks on Learning Objectives assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submits final research paper and all assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submits grade (Credit/no Credit)</td>
</tr>
</tbody>
</table>

*There is a sample learning contract on page 10 in this manual. Students typically choose learning activities from the items listed there. You are not required to do all of them and may opt to do something very different. You must discuss your learning activities with the professor who is assigning your grade.
Required: Internship Job Description (for employers)

Job descriptions should be completed by the organization’s Internship Supervisor and is required before you can register for the internship class.

Options for writing a Job Description for an Internship (see sample on next page)
You may already have a job description. If not, then this document can help you build one. A job description helps students to learn about your company and the available opportunity. There are several important sections that make a job description complete. While you may decide to leave out some sections, it is helpful to include as much information as possible. It helps you and the intern to be clear about specifics. Here are sample sections and tips for completing the sections. See sample job description on the next page.

We ask all employers to list their internship on JobCat – the Willamette University job listing site. This enables students to view your job 24/7, and you can easily re-post it in the future. We recommend working through the list below before logging on.

1. **Title of Internship:** Examples: Marketing Intern, Legislative Intern, or Museum Acquisitions Intern

2. **Company Name and Location:** Street (office and mailing) Address, City, State, zip

3. **Full or Part-Time:** Most internships are part-time during the school year and can be either part- or full-time in the summer.

4. **Weekday Hours:** List work hours. State whether the hours regular/standard or flexible.

5. **Weekends or Overtime?** Yes ________ No ________ Explanation:

6. **Compensation:** □ Paid: list salary/$ per hour □ Unpaid □ Requires receiving academic credit

7. **Perquisites/benefits** e.g., free parking, transportation allowance, discount on merchandise or services, meal allowance, personal use of office equipment, etc.

8. **Number of other Interns:** Will there be other students or colleagues the intern will interact with?

9. **Car and/or driver’s license:** Required, Recommended, or Unnecessary?

10. **Intern’s supervisor:** Name, Title, unit/division, etc.

11. **Organization Description:** Describe what your organization does (sometimes you can copy from your website.)

12. **Job Description/Intern responsibilities:** list the tasks, job, duties, and expectations for the intern. You might want to describe a typical day. This is your chance to sell your company and to get student excited about working there. Remember, if an internship is unpaid, it will be even more important that you get students excited about wanting to take an unpaid opportunity. Example:
“Research opportunity. XYZ Research is a growing market research firm serving the healthcare industry. In fact, we’ve grown by 200% in the last year alone. Founded in 1985, our company focuses on… Our mission is to offer the best research capabilities for small to medium sized hospitals… We offer a paid internship… etc.”

13. **Key Responsibilities:** This section describes projects or other tasks which the intern will perform. Examples:
- Research trends in rural healthcare using Census data
- Assist other staff with presentations for clients
- Participate in team meetings and brainstorming sessions

Typically, a company will list 5 – 10 responsibilities. Also, if a student/applicant has specific interests, it is generally a good idea to remain flexible and to modify the list of responsibilities.

14. **Applicant Qualifications:**
List things that you’d like to see in an intern. It is best to state “prefer” rather than “require” when possible. Examples:
- Prefer a student who is familiar with multi-cultural issues
- An interest in ___________(fill in any job-related interests)
- Excellent communication (presentation) skills, etc.

15. **Skill Requirements:** List specific skills you want. Examples:
- Prefer experience with Microsoft Excel and Access
- Good writing skills (for grant proposals)

16. **How To Apply:**
Describe how and when you want the applicant(s) to apply for the position. Send a Resume and Cover Letter to _____. Or, complete the online job application through Human Resources at https://www. xxxxxx etc. If you want students to visit your website to apply, then please include that information in the “How to apply” section., and a web link.

17. **Final Thoughts:**
Try to write the sections in your own words. Write it so it will stand out as a great opportunity. For example, instead of using the following words that are in this document: "Excellent oral, written, and communication/presentation skills," you might consider saying:
- “Strong communication and customer greeting skills” or
- “Ability to work well with elderly clients” or
- “Comfortable talking with and interacting with those who are homeless”

Remember that your job description is the place where you start, and it can be modified as needed. Each Willamette University student who wants academic credit for an internship will complete a Learning Outcomes Contract, which will outline what they want to learn from the work experience. This Learning Outcomes Contract may modify your original job description a little. Please let us know if you have questions.

**Go to the following link to post your position in JobCat**
http://willamette.edu/dept/careers/recruiters/index.html
Sample Job Description

NIKE Sportswear Division
123 Main Street, suite 123
Salem, OR 97301

Marketing Intern
Part-time. Up to 15 hours per week. Flexible hours, prefer 3 hours per day, 5 days/week
Fall 2xxx. Summer, is full-time 40 hrs/wk 8 – 5. Requires occasional Saturday programs for
display at local high school sporting events.
4 internships available

Compensation: $15 per hour. Time and a half for overtime (if you work more than 8 hours in
one day). 50% reduction in Nike clothing for personal purchases. If student desires academic
credit for the internship s/he must submit the required university forms along with application.

Supervisor:
Sally Smith, Division Manager
NIKE Sportswear

NIKE Sportswear division develops marketing campaigns for local schools and athletic teams
by meeting with coaches and event planners for games and tournaments. Displays products at
booth at games. NIKE is a worldwide sportswear and equipment manufacturer. We design
sporting equipment for over 200 sports and .............

Job Description: the Marketing Intern will conduct surveys, write proposals, and act as a
liaison for Nike at local sporting events. Requires initiating phone calls, emails, writing
memos, contributing to both hard copy and electronic mail campaigns. Will speak with local
coaches and student athletes about needs and interests in their fundraising programs.

This is an opportunity for interns to develop marketing skills around the four P’s of marketing:
Product, Placement, Promotion, and Pricing and understand the concept of Branding as it
relates to network marketing strategies. The intern will meet with 3 other interns and the
Division Manager each week to discuss strategy. NIKE is the top market research firm in the
US serving the athletic sportswear industry. We have grown by 100% in the last year alone.
Founded in 1985, our company focuses on....... Our Sportswear marketing mission is to offer
the best research capabilities for small to medium sized local schools to improve fundraising

Key Responsibilities:
- Assist other staff with presentations for clients
- Research trends in local school sports programs using Census data
- Participate in team meetings and brainstorming sessions
- Answer incoming calls
- Write press releases
- Make presentations to local high school teams
- Close sales calls with paperwork and follow-through
**Applicant Qualifications:**
Prefer a student who:
- has an interest in a career in athletic marketing, sports management
- is familiar with multi-cultural issues and local school programs
- excellent communication skills, including public speaking, writing
- is very detail-oriented and good at follow-up

Requires driver’s license, good driving record, and occasionally drive company van to events.

**Skill Requirements:**
- Prefer experience with Microsoft Excel, Word, and Access
- Good writing skills (for grant proposals)
- Basic knowledge of statistical concepts required for data display and analysis

**How To Apply:**
Must apply through the online application process at the following website:  http://www.Nikeintern.com  Additionally, students can contact Human Resources office at 503-123-11234 or fax a resume and cover letter to 503-123-1234.

**Application Deadline:**  September 10, 2xxx.
**Required: Internship for Academic Credit Agreement Signature Form**

This form is the initial agreement to engage in the internship between the student, employer, and faculty. Students also need to submit: 1) a Learning Objectives Contract 2) Job Description 3) this Signature Form completed. Please sign and scan, and attach all 3 documents to Jerry Houser via jhouser@willamette.edu.

**Student and Course Information**

- **This is an IDS 194 Internship**
- **This internship is through an academic department:**
- **Course name/#** __________________________________________

- **Student Name:** ______
- **Class Standing:** _____
- **Anticipated Graduation Date:** ______
- **Campus or Cell Phone:** _____
- **Willamette E-mail Address:** _____
- **Other E-mail Address:** _____
- **Number of units requested:** ______
- **Internship Site:** _____
- **Semester that you want credit posted:** ______

(Please provide name of organization, mailing address, phone number, and web address, if available)

- **Dates at Internship Site:** from: _____ to: _____
- **Number of Hours per Week at Internship Site:** _____
- **Date of Completion for this Internship Program:** _____

**AUTHORIZATIONS**

**On-Campus (faculty) Supervisor:** __________________________________________ Date: ________________

- **Faculty Name:** __________________________________________ Title: __________________________
- **Faculty Phone:** __________________________ Faculty E-mail: __________________________

**Off-Campus Supervisor:** __________________________________________ Date: ________________

- **Name:** __________________________________________ Title: __________________________
- **Phone:** __________________________ E-mail: __________________________

**Student:** __________________________________________ Date: __________________________

**Jerry Houser, Associate Dean/Director:** __________________________________________ Date: __________________________

Return this completed and signed application form to Jerry Houser. He will submit it to the Registrar.
**Assignments**

These are examples of typical learning activities students chose to do. Use this for brainstorming. Then create your own contract on the next page. Then discuss it with your professor and make and recommended changes.

You agree to complete the tasks below within the deadlines specified in order to earn credit.

<table>
<thead>
<tr>
<th>Number of units I am requesting</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 18</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>2</td>
<td>Nov. 16</td>
<td>Dec. 6</td>
</tr>
<tr>
<td>3</td>
<td>Nov 16</td>
<td>Dec. 6</td>
</tr>
<tr>
<td>4</td>
<td>Oct. 14</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>5</td>
<td>Dec. 20</td>
<td>Nov 19</td>
</tr>
<tr>
<td>6</td>
<td>Last day</td>
<td>Dec. 15</td>
</tr>
<tr>
<td>7</td>
<td>Oct 10</td>
<td>Sept 30</td>
</tr>
<tr>
<td>8</td>
<td>Sept 25</td>
<td></td>
</tr>
</tbody>
</table>
Required: **Internship Learning Outcomes Contract**  

**Student Name:**

**Professor:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>You agree to complete the tasks below within the deadlines specified in order to earn credit.</td>
<td></td>
<td>Number of points or amount of credit this assignment is given by professor</td>
</tr>
<tr>
<td>_____ number of units I am requesting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet for brainstorming what you want to learn in the Internship** (this would be a good discussion to have with your supervisor before completing the Learning Objectives Contract)

**Goals I would like to achieve related to this internship** (the issue or question you will explore)

<table>
<thead>
<tr>
<th>1. Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Communication</td>
</tr>
<tr>
<td>3. Leadership</td>
</tr>
<tr>
<td>4. Career</td>
</tr>
<tr>
<td>5. Academic Integration</td>
</tr>
<tr>
<td>6. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas in which I want to build more experience/strength</th>
<th>List possible activities that might help you build more experience and/or strength (methodology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>6</td>
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</table>
Weekly/ bi-weekly Internship Journals

Journaling is an important step in synthesizing academic and personal growth. The following four sections, based on David Kolb’s model of experiential learning, provide a framework to discuss learning content. Use the following outline headings for your journals and reports.

SECTION 1: CONCRETE EXPERIENCE
Tell the story of what you did (what behaviors and actions you took) using terms such as the following:

I met I said I tried
I attended I taught I traced
I saw I listed I recorded
I drafted I felt _____ and reacted by I calculated
I designed I coordinated I promoted
I purchased I modified I programmed
I forecasted I convinced I reviewed
I collected I avoided I studied

Your response: ________________________________

SECTION 2: REFLECTION/OBSERVATION
Explain what you learned from what you did using terms such as:

I learned that I discerned I distinguished
I detected I perceived I wondered about
I noticed I viewed I spotted
I found that I discovered I grasped
I imagined I heeded I neglected to see
I observed I acknowledge I recognized

Your response: ________________________________

SECTION 3: ACADEMIC CONCEPTS
What do you understand from what you learned including theories, principles, general concepts, models, systems, insights? Describe the concepts you explored using terms such as:

It is logical that Another metaphor is Research indicates
It is apparent that It is similar to An analysis explains that
The concept of Experts agree that This idea means that
The principle of Authorities speculate A synthesis of this data
This model is Prior explanations include Dr. X (author) indicates that
This parallels This is integrated into Separating this issue from

Your response: ________________________________
SECTION 4: FUTURE APPLICATION

This section explores how you can use, transfer and apply what you learned to the future. How can you apply this? Describe how you can act differently in other situations using terms such as:

- New approaches would be
- Applying this concept is
- A different plan would be
- Practicing this includes
- A better way of doing this is
- This could be applied in

- An improvement would be
- A slightly similar way to
- Next time I will
- The new situation would
- A new way of thinking is to
- There are a variety of ways

- Logical steps include
- Another way to analyze
- Expected new outcomes are
- A combined approach is
- I would use Dr. X’s way of
- New feelings would occur if

Your response: 

General Comments:

Please share your ideas on things that might have made your experience better. What else would you like to know or do to improve the experience?

Comments: 

Please enter your comments, save this document, and send a copy to your professor or academic supervisor.
Sample Bi-weekly Journal Entry

Concrete Experience (italicized words indicate behaviors and actions)
Last week I attended the manager’s staff meeting. It started early in the morning on Saturday April 2, so I set my alarm early to be sure I got there. When I arrived I made a name tag, got coffee and sat down. I sat with my supervisor and the department secretary. We talked a little, then the meeting started. There was a formal agenda which we closely followed. The VP ran the meeting and kept track of allotted time. The format was to introduce an item, discuss it, then decide who had action items and deadlines. The secretary served as the “gatekeeper.” It was pretty comfortable. I did not like it when another manager had to sell an idea or convince the group to do something based on an appeal to emotions. I always prefer taking a “rational” approach.

Observations/Reflections (italicized words indicate what you learned)
I noticed that the VP liked to dominate the conversation. It bothered me because I tend to be shy about expressing my opinion when others are dominating all the floor time. I found that even though things got done, it was not a free discussion. I noticed I have difficulty starting up a conversation with a stranger. I wonder why I do that. I hate it when people start discussing things that are off-target, so the fact that we stuck to the agenda was comfortable for me. I neglected to see that others sometimes need to process information in a circular way, and trying to keep them “on track” makes them frustrated so they end up talking even more. As an administrator I observed that I am very task focused. I began to grasp how communication can be a problem when the boss needs to get group consensus on an idea or project but doesn’t allow much discussion.

Generalizations and Principles (italicized words indicate concepts, theories, models, systems)
It is helpful to understand communication styles when evaluating quality interactions^1 (hint: you should use 4+ citations in this section for an 8 page final report, or 1-2 citations for a weekly journal). This familiar four-quadrant matrix is used to analyze communication styles, and illustrates the dynamics in the internship office. The VP was the Entrepreneur, the two managers are Producers, the secretary is the Administrator and there were no Integrators. Communication styles affect the nature of conflicts. Administrator styles tend to want to be organized, timely, procedural, and business-like. The Entrepreneurs and Integrators often conflict with Administrators. They are loose and change directions constantly which frustrate task-driven administrator types. Although the research on these styles is not strong, there certainly is face-validity. Understanding styles has been used effectively in team-building. Work assignments and tasks can be adapted based on style and interest.

Future Application (italicized words indicate how you will use, apply, transfer your learning)
As a result of attending this meeting and analyzing communication skills, I will try to implement a new approach to meeting management in my student organization. Using my Administrator style, I will organize our agendas differently and assign different people to run parts of the meeting based on their particular style. I will suggest we start our next meeting with a 5-minute opening problem solving exercise such as SWOT analysis or brainstorming to clarify each other’s issues and identify possible antagonism early on. In my next meeting experience I will evaluate each member’s style and then try to make suggestions for assignments and tasks based on my analysis.

The final report can be an expanded Journal assignment in which you combine and reflect upon and evaluate all your journal entries or internship activities to make an 8 page final report @ 2 pages per learning mode (see additional assignment description below):

1. Concrete experience
2. Reflective Observation
3. Abstract Concepts
4. Experimentation

Assignment Description for Literature/Article Review Paper

If the student selects readings as one of the assignments for internship credit, please follow the review outline below:

A. For an article up to 10 pages, provide a one or two paragraph summary of the reading.
B. For a book or longer article – up to 25 pages or more, provide a one-page summary of the reading.
C. Each summary should include:

1. key content elements,
2. the strengths and/or weaknesses, and evaluation – was the author’s purpose met? What are the strength/weakness of article, analysis of the reading, suggestions, writing, concept consistency, style, argument?
3. Describe one or two key learnings or take-aways you obtained from the reading.

Final Report Outline

The final report is essentially an expanded Journal assignment in which you combine and reflect upon and evaluate all your journal entries or internship activities to make an ~8 page final report @ ~2 pages per learning mode:

1. Concrete experience ~ 2 pages
2. Reflective Observation ~ 2 pages
3. Abstract Concepts and ~ 2 pages*
4. Experimentation ~ 2 pages

* A necessary component of section 3, Abstract Concepts, should include integration of your reading assignments whether journals, manuals or books. This section should not be skimmed on – it should take a minimum of two pages and is more likely to require three pages. This is the section where you apply logic, theory, and concepts to your experience. This makes the journal more than just a log of your activities. In Section 3 you think about the concepts you learned. You analyze how your readings, discussions and thinking apply to your experience. What did you learn in terms of human interactions, professional expectations, organizational politics, personal qualities and skills needed to be successful in this career, possible career paths, difficulties and hurdles, the future of this career, how you can apply your liberal arts skills to this arena, etc? How did your experience reflect what you have been studying in classes and course readings? This section makes your experience “academic” in terms of thinking broadly and reflecting critically about your experience.
Performance Review Guidelines

Date of Review:
Employee Name:
Current Position:
Dates of Period Reviewed:

Explanation: The purpose of this meeting is to review your main position responsibilities and compare them with the actual work done, to define areas for growth and development of new skills, and assess how well you are performing overall. The following categories are meant to discussion points aimed at evaluating your contribution to the overall mission of the internship and to develop plans for your future professional development and growth. Some of the general areas which might be addressed are:

Quality of Work:
The extent to which completed work is accurate, neat, well organized, thorough and effective

Quantity of Work:
The level of productive output and the timeliness of work performed as compared to position standards and requirements

Work Habits:
The effectiveness in organizing work and using time and equipment, materials and resources. Include consideration of attendance, promptness, appropriate break and lunch time

Initiative and Independence:
Given the nature and scope of the position, consider the extent to which initiative is shown in making work improvements, identifying and correcting errors, initiating productive work activities and assisting clients and other staff

Relationships with People:
Consider the extent to which employee recognizes and responds appropriately and effectively to the needs and desires of clients, establishes positive working relationships and is courteous.

Related to the above these are some other things to think about in preparation for the meeting
- Comments on motivation, willingness to ask questions, learn and accept criticism. Look at areas of special success as well as areas which might need improvement.
- Jointly review standards of performance for the position. Determine how well they are being met and plan for specific improvements if needed.
- Look at any areas of particular success. Define and look for ways to reward extras efforts.
- Discuss areas for future development and new responsibilities.
- Discuss any pertinent information not covered by the above.

Overall Performance:
Include special knowledge, skills and accomplishments as well as areas for improvement

Employee Comments:

Supervisor Signature__________________________ Employee Signature__________________________
Internship Evaluation

Student Name:     Job Title:      Date:

Department:      Supervisor:

Performance Criteria/Comments

1. Quality and Quantity of Work:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE_______
How accurate and neat is work? Does it meet acceptable standards? Are assignments completed on schedule? Is work organized? Do they arrange priorities to complete tasks?

2. Reliability/Dependability:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE_______
How reliable is the individual in performing work assignments and carrying out instructions? How much supervision is required? How responsible is the student toward assigned work?

3. Attitude:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE_______
Is the student enthusiastic, diligent, interested, and a courteous employee? Are they willing to take on difficult or disagreeable tasks?

4. Relationships:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE_______
Does the student work efficiently with others (superiors, peers)? Is the student worker tactful, diplomatic, enthusiastic, and engaging when dealing with visitors?

5. Initiative and Resourcefulness:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE_______
Does the student see things to be done and then take action? Offers suggestions for improved methods of operation? Do they follow through in work assignments and show creativity?

6. Attendance and Punctuality:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE_______
How faithful is the student in reporting to work and staying on the job? Does the student notify supervisor when running late or unable to report to work?
7. Professional Appearance:  4 = Superior    3 = Strong   2 = Average   1 = Poor    0 = (N/A)  SCORE_____  
Is student appropriate in language, dress, and grooming?

8. Communication Skills:  4 = Superior    3 = Strong   2 = Average   1 = Poor    0 = (N/A)  SCORE_____  
How are the students’ oral and written skills? Does the student show awareness and interest in department objectives, goals, and policies?

OVERALL RATING  4 = Superior    3 = Strong   2 = Average   1 = Poor    0 = (N/A)  SCORE_____  
Areas that need improvement:

Greatest Strengths:

Supervisor Comments:

Student Signature           Date
Supervisor Signature          Date

Would you rehire this student for future employment?   Yes    No  
Additional Comments:
Example of an Internship Evaluation

Student Name: Will Amette  
Job Title: Marketing Intern  
Date: 4/30/20xx

Department: Customer Service  
Oregon State Development Office

Supervisor: John Brown, Vice President, Marketing

Performance Criteria/Comments

1. Quality and Quantity of Work:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  
SCORE ___4___
How accurate and neat is work? Does it meet acceptable standards? Are assignments completed on schedule? Is work organized? Do they arrange priorities to complete tasks?


2. Reliability/Dependability:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  
SCORE ___4___
How reliable is the individual in performing work assignments and carrying out instructions? How much supervision is required? How responsible is the student toward assigned work?

Always early or on-time, very reliable, requires little supervision. Gets tasks done on time. Does a good job on all projects. Extremely reliable. Always asks for extra work, and works independently.

3. Attitude:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  
SCORE ___4___
Is the student enthusiastic, diligent, interested, and a courteous employee? Are they willing to take on difficult or disagreeable tasks?

Always courteous and diligent. Willing to take on anything. Always ready. Good work ethic. Sometimes shyness makes him slightly less approachable, but he is very pleasant. Loves to learn new tasks.

4. Relationships:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  
SCORE ___4___
Does the student work efficiently with others (superiors, peers)? Is the student worker tactful, diplomatic, enthusiastic, and engaging when dealing with visitors?

Works well with others and is diplomatic-engaging. He is very responsive to customers on the phone and who visit the office. I have had 3 people comment on his kindness. The full-time staff like him very much. He’s friendly, kind, thoughtful.

5. Initiative and Resourcefulness:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  
SCORE ___4___
Does the student see things to be done and then take action? Offers suggestions for improved methods of operation? Do they follow through in work assignments and show creativity?

Good with follow-through on assignments. Great initiative. Seeks information when needed. Asks if there is work to do when things are slow. Shows creative thinking and humor with projects and customer outreach programs.
6. Attendance and Punctuality:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE___4__
How faithful is the student in reporting to work and staying on the job? Does the student notify supervisor when running late or unable to report to work?

Always on time or early – stays until the end of the shift and gives us a heads-up when he can’t be here. Great on early morning shift, arriving on time – good work ethic. Takes his responsibilities seriously.

7. Professional Appearance:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE__3____
Is student appropriate in language, dress, and grooming?

Pays attention and dresses to the office culture (business casual) although sometimes a bit informal. However he is always professional.

8. Communication Skills:  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE___3___
How are the students’ oral and written skills? Does the student show awareness and interest in department objectives, goals, and policies?

Will is a very smart intelligent young man. He writes well, offers unsolicited suggestions by asking about why policies and procedures work the way they do. He improves our office each day.

OVERALL RATING  4 = Superior  3 = Strong  2 = Average  1 = Poor  0 = (N/A)  SCORE___4___

Areas that need improvement:

Mostly working on first-impression shyness. But he is improving each day at work. Once he is confident with tasks to accomplish the work that he does is excellent. I recommend attending Toastmaster's for a while. That would probably do the trick.

Greatest Strengths:

Warm & Welcoming. Work ethic, dependability, quality of work, Kindness, Willingness to help and to learn, Listening, Follow-through, Responsible. A real task-master. Meets deadlines on-time or early. Very trustworthy. He cares about reaching office goals, saving time and money, and building teamwork with others.

Supervisor General Comments:

Will has been a wonderful addition to the team. Once he opens up, his personality is very appealing to other staff. He can take on additional tasks successfully and provide good support and feedback on programs. Treatment of customers is excellent, and he is action-oriented. He is a doer, thinker, and creative.

Student Signature  Will Amette  Date 4/30/20xx
Supervisor Signature  John Brown  Date 4/30/20xx

Would you rehire this student for future employment? Yes, Definitely!!  No

Additional Comments:

I have already asked Will to return to our office to work in the future. My door is always open to him. A future employer would be smart to hire him.
Informational Interviewing

What is an informational interview?
It’s an informal meeting between you and someone who has a job or experience you might want some day. The best way to learn about a career is to talk to someone who’s doing it – or better yet, someone who hires people to do it. The meeting may be person-to-person (always the best) or by phone, but the same process applies to both.

How do I find people to informational interview?
It’s actually pretty easy…just ask around. Here’s what you ask:

“Do you know someone who has a job in ________?” You fill in the blank, whether it’s medicine, race car design, investment banking, education, law, intellectual property, green energy, etc. All you need to find is a name, phone and/or email address.

Contact the Alumni Association – they have a database of alumni (The Compass) working in every imaginable field. You just contact the alumnus and ask to meet with them by phone, in person, via email, etc. Alumni love talking to current students, giving them advice, answering questions, and forwarding resumes.

Also, talk to friends, faculty, staff, coaches, family, roommates, etc. Virtually anyone you happen to know has a lot of contacts.

What if I’m shy?
If you are nervous about meeting someone individually, then ask a friend to go with you. You both are interested in learning more about careers, so why not go in pairs? People are happy to have two people visit or talk on the phone.

How do I prepare?
You MUST prepare for the informational interview! It doesn’t take a long time, maybe an hour or so. Here’s the checklist:

__Read about the general field. Start with CareerBeam – you just register with your Willamette ID and can access everything and even download articles and booklets for free.
http://willamette.edu/dept/careers/vcc/careerbeam/index.html

__Read about the specific organization. That’s usually accomplished by a Google search on the company name or going to publications such as the Hoover guide, CareerBeam (mentioned above), Optimal Resume (see Career Center website), the Chamber of commerce, or reading news articles.

__Make a list of at least 10 questions you want answered that are important to you. You want to ask thoughtful open-ended questions about the person’s career, company, job, future, etc. This is their chance to give you good advice.

Typical questions you might want to ask:

• Tell me about your typical work day. Number of hours, amount of work you take home, etc
• What problems/issues do you solve for the company?
• How are you evaluated?
• What training opportunities are there?
• How do you advance if you want to?
• If you were me entering the field, what advice do you have?
• Who does and does not succeed in this kind of job?
• If you could do it all over again, what would you do differently?
• What do you like most about the job?
• What do you like least about the job? Anything drive you crazy?
• What are the most important skills needed in this job/industry?
• What’s the percentage of required people interaction (committees, phone calls, emails, etc.) vs. working alone?
• What does the future hold in this career area?
• How does the economy affect this career?
• What’s the best way to get a job in the field or your company?
• Where can I live, how much travel is required, relocation policy?
• Do you know what the salary range might be at entry-level or the next level? (however, NEVER ask the person what salary THEY are making)
• As a new employee, what would I do to earn the Employee of the Year award?
• WHO ELSE DO YOU KNOW THAT I MIGHT TALK TO FURTHER?

The last question is very important. The person you just talked to has several additional contacts. Get those contact names and phone/email addresses. Then let the new contact know that you were referred by the mutual contact. Something like this:

“Dear Ms. Smith, Berry Catt suggested that I talk to you. I’m a Willamette student and thinking about a career in __________ (fill in the blank). Berry said that you have expertise in this area and might be willing to give me some advice about my own future career. Would it be possible to schedule a convenient meeting time for you (phone or in-person…in-person is always best) so that I can ask you some questions about your own career?”

One word about contacts: There are hot, warm, and cold contacts. Hot contacts are ones you know directly as an associate, friend, colleague, family member, etc. Warm contacts are people that are referred to you by hot contacts, or people you meet once at events, classes, etc. Cold contacts are secondary referrals or names you get from lists, web sites, etc. Obviously, the warmer the contact the more luck you will have working with them. Start with your hot contacts first and then work your way to colder contacts. It will be more successful.

The Actual Informational Interview
This is just a conversation between two people. It’s sort of like talking to a faculty member during office hours. Introduce yourself and thank them for spending some time with you. Tell them how you became interested in the career area – maybe it’s a story about an inspiring faculty member you had, or a project you worked on, or a hobby you have. It’s often good to spend a couple minutes engaged in informal conversation. Then tell them you wrote down a few questions you want to ask them. Then ask your questions.

Watch your time. If they agreed to 30 minutes, then try to stay only 30 minutes. You can tell them when the 30 minutes are up. They might say it’s OK to talk a little longer, but be sensitive to their time. At the end, ask them for their business card, and give them your card. You do have a business card, don’t you? If not, you can get a hundred made at the PAW Print Center special student price (503) 370-6881. The Career Center can make 10 for a one-time use for free.
Location, location…it’s always best to visit with your contact in person, preferably at the location in which they work. That way you get a feel for the environment. Face-to-face encounters build trust and the interviewee is much more willing to help you out with the next phase of your process. Phone interviews are OK, but not as good as physically visiting your contact. Obviously, if the contact is far away, phone interviews are the only option. Email is not a good way to do an informational interview. It takes too much time, puts a burden on your contact, and is impersonal. At least make a phone call for an informational interview.

How to Dress
If you are meeting someone in person, dress business casual or better (slacks, dress shoes, long-sleeve button shirt/blouse – and remember to iron your clothes – we recommend polyester-cotton blends, wrinkle free, which you will need to have sooner or later for actual job interviews anyway). If you are visiting their workplace, bring a blazer or jacket with you – you can wear it or drape it over your arm if the place is informal. It shows respect, they take you more seriously, and you won’t embarrass them by walking around their job site in flip flops and a Hawaiian shirt. Bring a comb in your pocket and stop in the restroom to look yourself over before the session.

Follow Up
After you leave or hang up, jot notes down immediately. What did you learn? What else do you need to know? What impressions did you have? What do you think about your career direction now?

Then, send them a Thank-You card. This is very important! You should send an immediate email, but a card is the right thing to do, and you must follow up right away. It is rude not to. Your thank you reminds them of the nice conversation and they will feel good to know they contributed to your career decision.

Now you are ready for another informational interview.

One Last Word
Informational Interviews are for information only – not to get a job. People are glad to give you career advice. But if you are really looking for a job, tell them so up front. It’s OK to tell them you got their name as a referral, or from the Alumni Association, etc., and are interested in a job or internship. Ask them if they would be willing to give you advice about applying to their company, or forward your resume to others who they might know. That works fine. Just don’t tell them you only want advice, then half-way through the conversation you tell them you really want a job. It will make you seem dishonest.

Informational interviews are for collecting information, advice and career direction only. You may want to re-connect some weeks later with the person you talked to during an informational interview and explain you are now hoping to get experience and do they have any recommendations about job search. But you do that after several weeks, not right away. Keep the two types of connections separate (informational interviews vs. help with your job search).

Good Luck. Informational interviews are quite enjoyable. You learn a lot, the other person has a chance to be helpful, and it is motivating to hear other’s stories about their career successes and challenges.

For questions, contact the Willamette Career Center 503.370-6413.