Dilemma: You can’t get a job without experience and you can’t get experience without a job. 
Solution: Secure multiple internships!

An internship provides an opportunity to practice your classroom studies, gain exposure to your field of 
interest and discover whether your chosen field is really what you want to pursue. Students who participate 
in an internship experience have a definite advantage, as experience related to your field is very important 
to future employers.

An internship:
• Allows hands-on career exploration
• Exposes the professional work environment
• Reinforces classroom learning
• Enhances employment marketability
• Increases likelihood of full-time employment after graduation
• Creates opportunities to network with other members of the organization
• Provides performance feedback and mentoring
• Develops self-confidence and professionalism
• Builds transferable skill set
• Narrows career focus and clarifies career goals
• Develops understanding of professional jargon
• Teaches what is expected in a particular field

WHEN TO COMPLETE AN INTERNSHIP
You often hear of people completing an internship during their senior year. Typically students do so in hopes 
of future full-time employment with the organization. In addition, some internships require coursework in the 
field, so the junior and senior years prove an appropriate time to apply those skills.

However, internships can also be completed in the sophomore or even freshman years! Completing an 
 internships early can help with determining major or specific careers.

FINDING AN INTERNSHIP
First off, start planning at least 4-5 months prior to when you actually plan to do the internship (for more 
competitive programs, start 6-8 months ahead). Summer internships are the most competitive, while 
internships during the fall and spring semesters are often easier to obtain.

Next, utilize these resources to find an internship:
• Register with Jobs4Jacks at www.sfasu.edu/ccpd and view internship postings
• Attend SFA career fairs and inquire about internships
• Participate in on-campus interviews for internship positions
• Ask faculty, staff and advisors within your academic department (check bulletin boards too!)
• Network! Generate contacts through friends, family, current/former employers, classmates, faculty 
  members and clubs
• Contact a professional organization in your field of interest and inquire about student memberships (many 
  professional organizations offer exclusive job boards)
• Approach organizations directly by letter, email or phone call
• Search the web! For great places to get started, see the helpful internship links on our website.
EARNING ACADEMIC CREDIT FOR AN INTERNSHIP

Academic internship credit may be available to you through your department and may be mandatory or elective, depending upon your major. Investigate academic credit before the internship begins, not after. Enrolled students generally work with an assigned faculty member on the details of specific projects or job objectives. If you are interested in internship credit, see the SFA Courses list to see if your department offers an internship course! Contact the department to locate specific information and application requirements.

UNPAID INTERNSHIPS

If you’re looking for interesting and useful experience in your field, limiting yourself to paid internships isn’t in your best interest. The experience is more of an investment in your future rather than an immediate return for your bank account.

Also, keep in mind that compensation can take a number of different forms. Employee discounts, a stipend, room and/or board, reimbursement for expenses, miscellaneous perks, free items, access to workshops/trainings only for regular employees, etc. Also, check with your academic department to get all the specifics on internship credit.

CREATING AN INTERNSHIP

Depending on your personal circumstances, you may encounter difficulties when locating internship opportunities that work for you. This could be because of strenuous school and job requirements or the fact that you can’t find an internship in the exact area you are looking. Whatever the case, you may decide to create your own internship!

Turn your part-time job into an internship.
This may require performing career-related work at your current job, in addition to your regular duties. Speak with your supervisor, academic advisor and/or faculty – they are the ones who can give you the okay. If you’re seeking internship credit, work with your department to determine the requirements.

Approach a certain organization.
Decide which organization you would like to work for, and be sure they have a department that fits your needs. Find the appropriate contact person within the organization and contact them by letter, email or phone call. The key here is to define what you are seeking, your area of interest/expertise and what you will bring to the experience. Ask if there are any projects they haven’t had time to tackle, which you could complete while gaining experience in the field. Be sure to share information about your background and skills you have that might be of interest to them.

Name one cool place where I could intern. How about 5?
Academy; Chick-fil-A; Enterprise Rent-A-Car; The Juelle; Target
If you want an internship and do not know where to start, here are some helpful suggestions:

### Online Resources
- **CCPD Jobs4Jacks:**
  - Go to [www.sfasu.edu/ccpd](http://www.sfasu.edu/ccpd)
  - Click on "Jobs4Jacks"
  - Click on Student
  - Login or register!

- [www.goingglobal.com](http://www.goingglobal.com)
- [www.accessibleremployment.org](http://www.accessibleremployment.org)
- [www.alldiversity.com](http://www.alldiversity.com)
- [www.careeronestop.org](http://www.careeronestop.org)
- [www.Bught.com](http://www.Bught.com)
- [www.careerbuilder.com](http://www.careerbuilder.com)
- [www.careermagazine.com](http://www.careermagazine.com)
- [www.collegegrad.com](http://www.collegegrad.com)
- [www.collegerecruiter.com](http://www.collegerecruiter.com)
- [www.employmentguide.com](http://www.employmentguide.com)
- [www.experience.com](http://www.experience.com)
- [www.hound.com](http://www.hound.com)
- [www.indeed.com](http://www.indeed.com)
- [www.jobbankUSA.com](http://www.jobbankUSA.com)
- [www.jmu.edu](http://www.jmu.edu)
- [www.youtern.com](http://www.youtern.com)

### Other Resources
- Internship coordinator in your department
- Faculty members in the field
- Contact your local Chamber of Commerce or visit their website!
- Newspaper Classified Section
- Salary Information Sites
- Moving and Relocating sites
- Contacting organizations you admire and wish to work for one day

**CCPD does not and cannot guarantee the completeness or accuracy of sites listed above. Information is subject to change and users should therefore confirm all information related to programs and resources with the appropriate contact. These external websites are provided for convenience only. CCPD has no control over their content. The suggestion of any site does not imply endorsement by CCPD and users are advised to exercise the same caution they would normally apply in visiting any unknown website.**
Now that you have obtained an internship, you will want to make the most of this special learning experience. Here are a few pointers to help get you started!

1. **Get properly oriented** by obtaining a copy of the organization’s policies/procedures, seeking an introduction to the staff and requesting a tour of the workplace.

2. **Ask questions** if you do not understand something. Your supervisor is there to teach while supervising.

3. **Contribute** your suggestions and ideas whenever an opportunity arises.

4. **Assume responsibility** by showing an interest in a project that has yet to be completed. Interns offer employers a fresh perspective.

5. **Make sure** you have everything you need to complete the projects you are assigned. Being able to produce results is of the utmost importance to an employer.

6. **Seek out projects** and training opportunities that will enable you to learn, develop and utilize your transferable skill set.

7. **Take detailed notes** in staff meetings, meetings with your supervisor and when working on new projects. These notes will prove helpful as your responsibilities grow, and when seeking future employment.

8. **Keep organized records** of your work by creating a journal of your internship activities including tasks, strengths and weaknesses, difficulties and evaluations. This will help in future employment opportunities.

9. **Learn what other professionals do within your company** to become aware of other possible careers and learn about the organization’s other aspects.

10. **Pay attention to the corporate culture** of your internship site. Notice cues such as how professionals communicate; the reliance on team or individual work; the decision-making process; the reward system; appropriate dress, etc.

11. **Attend professional association meetings** in which your organization belongs. Professional associations offer opportunities to network, provide up-to-date information about your profession and offer trainings in specific areas related to your field.

12. **Start a network list** with names, titles, addresses, phone numbers and email addresses. You will want to refer to this information in the future, whether using the contact as a reference or for networking purposes.

13. **Set up periodic evaluative meetings** to address questions about projects or assignments. Use these meetings as a forum for feedback and progress.

“Take full advantage of your internship experience by learning and doing.”
Employers rate candidate soft skills/qualities in order of importance

1. Ability to verbally communicate with persons inside and outside the organization
2. Ability to work in a team structure
3. Ability to make decisions and solve problems
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell or influence others

Source: Job Outlook 2013
Courtesy of the National Association of Colleges and Employers
Transferable skills are skills that can be acquired in a wide variety of settings – life, work, classroom – and applied to a job position for which you are applying.

**USING TRANSFERABLE SKILLS**

How portable is your skill set? To be successful in the job search, you must be able to apply your transferable skill set to the job description. Incorporate transferable skills (and examples of them):

- Within your cover letter
- On your resume, within Objective, Skills and/or job duties
- In your interview
- During your two minute commercial

**TRANSFERABLE SKILLS EXAMPLES**

The following are common transferable skills and questions to help you begin to think about the transferable skills you possess.

- **Communication skills** include writing, speaking and interpersonal skills.
  
  How often have you presented to a group or class? Can you persuade and engage others?

- **Problem solving/Analytical skills** highlight research experience and decision-making skills.
  
  Think of a problem that you encountered at SFA or in the workplace. How did you arrive at a solution?

- **Teamwork** demonstrates effectiveness and results as a member of a functional team (e.g. classroom group projects, sports teams, internships, student organizations, etc.).
  
  What role have you played on teams? What are the elements that contributed to team success? What did you learn when you failed as a team? Why do some teams succeed and others fail?

- **Initiative** demonstrates ways you have taken initiative and achieved positive results.
  
  Did you address a problem that was causing a loss in productivity? What have you done to go beyond the job description?

- **Leadership skills** are demonstrated by being a student leader, founding an organization or leading a project team. The result of your leadership is what is important.
  
  What did your group/team accomplish during your tenure as the leader?

- **Flexibility** means that you thrive on change, are not paralyzed by it and can adapt to new rules quickly.
  
  What situations demonstrate your ability to adapt to change?

- **Creativity** is your ability to think outside of the box and be original.
  
  How original is your approach to a challenge? Did you color outside the lines? Can you give a specific example of innovation?

- **Willingness to learn** expresses your interest in learning more about a field.
  
  Can you provide past experiences that illustrate your willingness to learn?

Now that you’ve learned more about transferable skills, it’s your turn to identify and capitalize on your own! Use the worksheets on the following pages to determine your strongest transferable skills.

**IDENTIFY YOUR TRANSFERABLE SKILLS**
This exercise will help you identify your transferable skills. This will be particularly useful for marketing yourself to employers in interviews, cover letters and on your resume.

**Instructions**
1. Place a check mark next to each skill you possess. Consider all settings in which you demonstrated each skill (ex. coursework, extracurricular activities, organizations/clubs, volunteer work, etc.).
2. Review the items you have checked and narrow your list to your 10 strongest skills.
3. For each of the 10 skills selected, complete the following page, expanding on specific examples of how you demonstrated this skill in the past.

### Analytical
- Analyzed
- Assessed
- Compared
- Conceptualized
- Critiqued
- Devised
- Diagnosed
- Estimated
- Evaluated
- Identified
- Inspected
- Interpreted data
- Investigated
- Made decisions
- Observed
- Predicted
- Projected
- Proved
- Reflected
- Researched
- Reviewed
- Screened
- Solved problems
- Studied
- Surveyed
- Tested
- Thought critically
- Validated

### Creative
- Acted
- Advertised
- Authorized
- Created
- Designed
- Developed
- Displayed
- Entertained
- Illustrated
- Improvised
- Innovated
- Performed
- Produced
- Promoted

### Financial
- Appraised
- Audited
- Balanced
- Budgeted
- Calculated
- Earned
- Invested
- Merchandised
- Raised funds
- Purchased

### Leadership
- Assigned
- Authorized
- Chaired
- Directed
- Delegated
- Enforced
- Facilitated
- Founded
- Initiated
- Hired
- Implemented
- Managed change
- Managed a crisis
- Managed people
- Managed resources
- Managed time
- Presided
- Recommended
- Supervised

### Communication
- Communicated
- Conveyed
- Debated
- Defined
- Described
- Drafted
- Edited
- Explained
- Foreign language
- Interacted
- Interviewed
- Listened
- Published
- Read
- Reported
- Responded
- Spoke in public
- Summarized
- Wrote

### Persuasion
- Encouraged
- Influenced
- Mediated
- Motivated
- Persuaded
- Negotiated
- Recruited
- Sold

### Technical
- Assembled
- Constructed
- Compiled
- Engineered
- Installed
- Integrated
- Operated
- Measured
- Programmed
- Repaired
- Upgraded

### Helped
- Advised
- Assisted
- Coached
- Collaborated
- Counseled
- Fostered
- Guided
- Informed
- Mentored
- Served
- Supported
- Taught
- Tutored

### Added value
- Adapted
- Enhanced
- Improved
- Maximized
- Minimized
- Shaped
- Streamlined
- Strengthened
- Supplemented
- Updated

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This document is a part of the Community College Partnership (CCPD) at the University of Houston-San Jacinto. For more information, visit www.sfasu.edu/ccpd.
<table>
<thead>
<tr>
<th>Transferable Skill</th>
<th>Work Experience, Internship(s)</th>
<th>Course Projects, Research</th>
<th>Extracurricular Activities, Volunteer Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Delegated</td>
<td>Team leader at chain restaurant. Oversaw 10 other servers per shift.</td>
<td>Marketing Team Project: Initiated leadership for team of 4 to complete marketing campaign.</td>
<td>President of social fraternity. Delegated to 5 other executive board members.</td>
</tr>
</tbody>
</table>
What do you do well?
What are your strengths? What could you improve? What are your proficiencies? What skills could be developed additionally? This chart will help you determine these and guide your career decision-making.

### Planning and Organizational Skills

- **Already Possess**
  - Develop goals for an organization
  - Identify tasks to be accomplished
  - Prioritize and delegate tasks
  - Facilitate brainstorming and discussions on program planning process
  - Conduct meetings
  - Coordinate organization members’ activities
  - Motivate others on group projects
  - Follow up with other members to evaluate progress, give constructive feedback and praise to others for work well done

- **Must Develop**

### Critical Thinking, Problem-Solving and Conflict Resolution Skills

- **Already Possess**
  - Understand the steps involved with effective decision-making
  - Implement sound decisions
  - Facilitate group participation in the decision-making process
  - Take responsibility for decisions
  - Evaluate the effects of a decision
  - Be able to evaluate all options and make decisions without feeling pressured
  - Explain unpopular decisions to others
  - Motivate others toward common goals
  - Use appropriate management and mentoring skills with peers and/or subordinates

- **Must Develop**

### Interpersonal/Teamwork and Teambuilding Skills

- **Already Possess**
  - Collaborate on projects
  - Motivate team members toward common goals
  - Understand strengths and weaknesses of members and use strengths to build team development
  - Support and praise members for reaching goals and accomplishments

- **Must Develop**

### Research and Investigation Skills

- **Already Possess**
  - Utilize a variety of sources for information
  - Apply a variety of methods to test the validity of data
  - Identify problems and needs
  - Formulate questions to clarify problems, topics, or issues
  - Identify appropriate information sources for problem solving

- **Must Develop**

### Financial Management Skills

- **Already Possess**
  - Develop an accurate budget, estimating expenses and income
  - Justify the organization’s budget to others
  - Work within a budget
  - Keep accurate and complete financial records
  - Ensure timeliness of payments
  - Determine necessity of fund-raising events; strategize and organize as needed

- **Must Develop**

### Verbal and Written Communication Skills

- **Already Possess**
  - Organize and present ideas effectively in formal and informal speeches and writing
  - Effectively participate in group discussions
  - Prepare concise and logically written materials
  - Listen carefully and respond to verbal and non-verbal messages
  - Respond appropriately to positive and negative feedback
  - Debate issues without being perceived as abrasive to others
  - Make effective use of media resources
  - Possess courteous telephone skills

- **Must Develop**

### Decision-Making, Supervisory, Management and/or Leadership Skills

- **Already Possess**
  - Understand the steps involved with critical thinking
  - Anticipate problems before they occur
  - Recognize if a problem needs to be addressed
  - Define the problem and identify possible causes
  - Facilitate group members in identifying and evaluating possible solutions
  - Identify range of solutions and select most appropriate ones
  - Develop plans to implement solutions
  - Be capable of handling more than one problem at a time

- **Must Develop**
<table>
<thead>
<tr>
<th>Department</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACC 485</td>
</tr>
<tr>
<td>Agriculture</td>
<td>AGR 431, 432, 433</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANT 400</td>
</tr>
<tr>
<td>Applied Arts and Sciences</td>
<td>AAS 495; 496</td>
</tr>
<tr>
<td>Business Communication</td>
<td>GBU 485</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHE 480, 481</td>
</tr>
<tr>
<td>Communication</td>
<td>COM 390</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSC 385</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CJS 460 (Mandatory for Legal Asst.; et al optional for credit)</td>
</tr>
<tr>
<td>Deaf &amp; Hard of Hearing</td>
<td>DHH 471</td>
</tr>
<tr>
<td>Economics</td>
<td>ECO 485</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Internship I: ELE 302, ECH 350, RDG 322, ECH 332</td>
</tr>
<tr>
<td></td>
<td>Internship II: RDG 415, ELE 301, ELE 303, ELE 450</td>
</tr>
<tr>
<td></td>
<td>Student Teaching: ELE 441, ELE 442, ECH 432</td>
</tr>
<tr>
<td>English</td>
<td>ENG 460; 474</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENV 460</td>
</tr>
<tr>
<td>Finance</td>
<td>FIN 485</td>
</tr>
<tr>
<td>Forestry</td>
<td>FOR 460</td>
</tr>
<tr>
<td>General Business</td>
<td>GBU 485</td>
</tr>
<tr>
<td>Geography</td>
<td>GEO 400</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>HSC 480</td>
</tr>
<tr>
<td>History</td>
<td>HIS 465</td>
</tr>
<tr>
<td>Human Sciences</td>
<td>HMS 420 (except Dietetics)</td>
</tr>
<tr>
<td>Management</td>
<td>MGT 476</td>
</tr>
<tr>
<td>Marketing</td>
<td>MKT 486</td>
</tr>
<tr>
<td>Mass Media</td>
<td>MCM 480</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 485</td>
</tr>
<tr>
<td>Political Science</td>
<td>PSC 499</td>
</tr>
<tr>
<td>Public Administration</td>
<td>PBA 470</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>RHB 495, 496 (Required for Orientation &amp; Mobility)</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>SED 450 &amp; 450L, 460 (except Special and Deaf Educ.)</td>
</tr>
<tr>
<td>Social Work</td>
<td>SWK 470, 480</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOC 400</td>
</tr>
<tr>
<td>Sound Recording Technology</td>
<td>MUT 499</td>
</tr>
<tr>
<td>Spanish</td>
<td>SPA 460</td>
</tr>
<tr>
<td>Special Education</td>
<td>SPE 461</td>
</tr>
<tr>
<td>Sustainable Community Development</td>
<td>SUS 495</td>
</tr>
<tr>
<td>Theatre</td>
<td>THR 451, 452</td>
</tr>
</tbody>
</table>

Many departments at SFA award students course credit for participating in an internship. Seek information from the department on the application process and even help with finding an internship opportunity. **NOTE:** If a department is not listed, an internship course is not offered.

**Key:** | Required | Optional for Credit |

*Updated Fall 2015*