GUIDEBOOK

Internships

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

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What is an internship?

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

Criteria for an experience to be defined as an internship:

1. The experience must be an extension of the classroom: a learning experience that provides application of the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

Benefits of hiring interns

Undeniably, students benefit a great deal from the internship experience in today's increasingly competitive job market. For the majority of graduating college students, real-world experience in the form of internships has become a prerequisite when applying for full-time positions. **What does this mean for you, the employer?** Bottom line, an increased demand among students for internship positions which create a pool of high-value, cost effective talent for employers to recruit! Check out these other benefits and begin to see the real value in hiring an intern!

- Gain year round source of highly motivated pre-professionals
- Student interns bring new perspectives to old problems
- Meet peak or seasonal needs without long-term commitment
- Freedom for professional staff to pursue more creative projects
- Generates pipeline of qualified candidates to meet future recruiting needs
- Increase visibility and branding of your organization on SFA campus
- Enhancement of staff supervisory skills
- Fulfill a civic and professional responsibility
- Help to keep college-educated talent in our region

Internships at SFA

At Stephen F. Austin it is important to know that each academic department handles internships differently. Each academic department determines if an internship will be mandatory, optional, or not an offered component of their degree plan. For academic departments who do offer course credit for internships, it in most cases is the chair of the department who determines if the experience constitutes as an approved internship opportunity and eligible for course credit towards a student's degree. See below for a listing of academic departments offering course credit for approved internship opportunities.

SFA Internship Courses

Area of Study	Course(s)
Accounting	ACC 485
Agriculture	AGR 431, 432, 433
Anthropology	ANT 400
Chemistry	CHE 480, 481
Communication Studies	COM 390
Computer Science	CSC 385
Criminal Justice	CJS 460
Economics	ECO 485
Elementary Education	Internship I: ELE 351 & lab, 352 & lab, ECH 332, RDG 415 & lab Internship II: ELE 301 & lab, 302 & lab, 303 & lab, ECH 432 & lab Student Teaching: ELE 440, 441, 442
English	ENG 460, 474
Environmental Science	ENV 460
Finance	FIN 485
Forestry	FOR 460
General Business	GBU 485
Geographic Information Systems	GIS 460
Geography	GEO 400
Geology	GOL 364
Health Science	HSC 480
Human Sciences	HMS 420
Journalism / Radio-Television	MCM 480
Management	MGT 476
Marketing	MKT 486
Music Technology	MUT 499
Physics / Engineering	PHY 485
Political Science	PSC 499
Public Administration	PBA 470
Rehabilitation	RHB 495, 496
Secondary Education	SED 450 & lab, 460 & lab
Social Work	SWK 300, 455, 470, 475, 480
Sociology / Gerontology	SOC 400
Spanish	SPA 460
Special Education	SPE 461
Theatre	THR 452

If you want an internship and do not know where to start, here are some helpful suggestions:

Online Resources	Other Resources

CCPD Jobs4Jacks/Handshake:
   ➢ Go to www.sfasu.edu/ccpd
   ➢ Click on "Jobs4Jacks"
   ➢ Click on Student
   ➢ Login using your mySFA credentials
 	
Job & Internship Websites:
 	
https://alldiversity.com/
 	
https://www.careeronestop.org/
 	
https://www.careerbuilder.com/
 	
https://collegegrad.com/
 	
https://www.collegerecruiter.com/
 	
https://www.employmentguide.com/
 	
https://www.experience.com/
 	
https://www.hound.com/
 	
https://www.indeed.com/
 	
https://www.jobbankusa.com/
 	
https://www.youtern.com/
	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
	
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Interning 101

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 résumé, 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 résumé.

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

Communication
____ Communicated
____ Conveyed
____ Debated
____ Defined
____ Described
____ Drafted
____ Edited
____ Explained
____ Foreign language
____ Interacted
____ Interviewed
____ Listened
____ Presented
____ Published
____ Read

____ Reported
____ Responded
____ Spoke in public
____ Summarized
____ Wrote

Creative
____ Acted
____ Advertised
____ Authored
____ Created
____ Designed
____ Developed
____ Displayed
____ Entertained
____ Illustrated
____ Improvised
____ Innovated
____ Performed
____ Produced
____ Promoted

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

Helping
____ Advised
____ Assisted
____ Coached
____ Collaborated
____ Counseled
____ Fostered
____ Guided
____ Informed
____ Mentored
____ Served
____ Supported

____ Taught
____ Tutored
____ Trained
____ Volunteered

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

Organizational
____ Administered
____ Categorized
____ Collected
____ Compiled
____ Consolidated
____ Coordinated
____ Maintained
____ Managed time
____ Monitored
____ Organized
____ Planned
____ Performed data entry
____ Prioritized
____ Processed
____ Recorded
____ Ran reports
____ Scheduled

Persuasion
____ Encouraged

____ Influenced
____ Mediated
____ Motivated
____ Persuaded
____ Negotiated
____ Recruited
____ Sold

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

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

Transferable Skill	Work Experience, Internship(s)	Course Projects, Research	Extracurricular Activities, Volunteer Work
E.g. Delegated	*Team leader at chain restaurant. Oversaw 10 other servers per shift.*	*Marketing Team Project: Initiated leadership for team of 4 to complete marketing campaign.*	*President of social fraternity. Delegated to 5 other executive board members.*

Transferable Skills

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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 in your career decision-making.

Planning and Organizational Skills

Already Possess	Must Develop	
☐	☐	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

Interpersonal/Teamwork and Teambuilding Skills

Already Possess	Must Develop	
☐	☐	Collaborate on projects
☐	☐	Motivate team members toward common go
☐	☐	Understand strengths and weaknesses of members, using strengths to build team development
☐	☐	Support and praise members for reaching go and accomplishments

Research and Investigation Skills

Already Possess	Must Develop	
☐	☐	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

Financial Management Skills

Already Possess	Must Develop	
☐	☐	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

Critical Thinking, Problem-Solving, and Conflict Resolution Skills

☐	☐	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

Verbal and Written Communication Skills

☐	☐	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

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

☐	☐	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