



American Humanics, Inc. Internship Guidebook

Preface

This guidebook is designed to guide American Humanics (AH) Campus/Executive Directors, academic advisors and nonprofit agencies in the process of developing a successful internship program to enable AH students to acquire the internship competencies essential for national AH certification.

This guidebook is intended to be used as part of an Internship Seminar course that accompanies an internship experience. Though, the guidebook has been written for Campus/Executive Directors, academic advisors and nonprofit agencies to use together, enclosed is a separate section for students.

The development of the AH intern into a competent and qualified nonprofit professional is of paramount importance. The AH intern is engaged in a developmental process of personal and professional growth and will experience developmental markers during the course of the internship. These developmental aspects of the internship are recognized and valued by the training program. AH values the intern's professional development and the expectations of the nonprofit agency.

American Humanics focuses on the developmental process and transition of interns as they move from student/learner in the classroom, to learner/practitioner in the field, to nonprofit professional. A mentorship experience creates a relationship that enhances the development of emerging nonprofit professionals. This characterizes the process through which the AH intern acquires knowledge while receiving socialization into the profession as well as support in the achievement of competencies, identity, and effectiveness in professional role functioning.

The American Humanics Internship Model Guidebook seeks to develop a mutually beneficial relationship with nonprofit executive professionals desirous of sponsoring AH student internships. There is significant value to be gained for both the student and the nonprofit agency in completing an internship. For promising college students, an internship provides a chance to explore various nonprofit fields, to be exposed to the world of work and to serve alongside professionals whom they respect and hope to emulate. For professionals and other staff members, the intern brings fresh new perspectives and enables them to serve as mentors.

This guidebook has evolved in the context of research, support, encouragement and guidance from numerous sources. American Humanics is grateful for the contribution to our guidebook and would like to thank in particular:

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Faculty Internship Supervisor Section

American Humanics Faculty/Supervisor Internship Guidebook

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Chapter 1: An Emphasis on Experience

What is an Internship?

An Internship refers to a short-term work experience emphasizing hands-on learning. The internship gives meaning to everything the student has learned and makes practical sense of something known as theoretical (Sweitzer, King 1). Furthermore, it will be a pre-professional experience wherein the student will begin to show how their academic preparation can help them pursue some of their career goals. It is designed to guide the intern toward a professional career in a particular agency, field or sector. The underlying principle of an internship is “shared value.” A nonprofit agency provides a learning laboratory where students experience the real working world. Students contribute to the nonprofit agency by performing meaningful projects and assignments that are of continuing value to both parties. The result: a win-win arrangement that has an outstanding record of success. In an internship, the student becomes part of a nonprofit agency and observes and reflects on what occurs there.

Any internship experience is the result of a complex interaction between the individuals and groups that make up the placement site and each individual intern (Sweitzer, King 13). Internships may be integrated into the student’s regular academic schedule or take place during a term away from school or a summer break. Internships may involve academic credit and preferably involve financial compensation.

Internship Value for the University or College

To become certified in American Humanics, students must have 300 or more internship hours. These hours can be completed while the student is in school or during the summer. The internship is intended to be the capstone application of AH’s certification competencies. Furthermore, it is designed as an active, student-centered learning experience, which supports the AH mission of “educating, preparing and certifying professionals to strengthen and lead nonprofit agencies,” especially through employment with AH’s national nonprofit partners. To meet this goal, an AH student should intern in one or more nonprofit agencies with a 501 (c) (3) status.

Alternative internship settings will be accepted in certain cases if: (1) they are shown to support the AH competencies; (2) they are based on real student interests, motivations and personal experiences; and (3) there is limited community availability of internship positions in AH’s national nonprofit agencies or other nonprofit agencies. Examples of acceptable alternative internship settings include: relevant government enterprises (e.g. prisons, recreation departments, social work programs), corporate (e.g. community relations departments, foundations) and other non-youth and human service nonprofits.

Cautions should be used when placing students in an internship position within the college/university. If a student chooses an alternative internship setting, he/she must document other volunteer and service learning experience in 501 (c) (3) nonprofit agencies before he/she is well grounded in the culture nonprofits and can succeed in nonprofit settings.

While alternative internship settings may be approved at the discretion of a Campus/Executive Director or academic advisor, these alternatives will also be reviewed by the AH National Director of Internship and Placement Programs and may be periodically assessed by the AH Board of Directors Academic Partnership Committee.

This policy is designed to ensure the integrity of a quality AH certification program, maintain the integrity of the AH mission and emphasize support for AH's National Nonprofit Partners. At the same time, this policy will provide maximum flexibility and consideration for the differing needs of the network of AH Campus/Executive Directors, academic advisors and students.

To have a successful internship program, the Campus/Executive Director and/or academic advisor needs to provide continual care and attention to the AH student intern's progress.

Chapter 2: Defining Roles and Responsibilities

Campus/Executive Director's and/or Academic Advisor's Role

Preparing for the internship

- Approve internship placement in consultation with the student and the host agency.
- Familiarize host agency and intern supervisor to the internship process and requirements.
- Determine if the internship experience warrants academic credit.
- Assist students in completing the *Letter of Internship Agreement* (Appendix I) by defining competencies to be achieved (learning objectives), developing the proposed plan of study and assigning academic requirements of the internship.
- Complete the *Schedule: Due Dates for Internship Reports and Other Requirements* (Appendix H) with the student.
- Arrange to contact the intern through telephone calls or e-mails during the internship term to review the student's progress in accomplishing the learning objectives.
- Act as a resource or consultant to the intern regarding any special problems or work-related issues.

Conferring with the internship site

- Initiate contact (face to face, via phone or via email) with the host agency supervisor to determine if the tasks/responsibilities, learning objectives and the evaluation of learning experiences set forth in the internship educational contract are being completed.
- Review completed performance evaluations forwarded by host agency supervisor.
- Conduct a mid-term site visit – this will help ensure the internship is on the right track to meet the agreed upon competencies. Also, if needed, time is still available to renegotiate the educational contract for the second half of the internship.
- Verify that the agreed upon competencies have been achieved.
- Determine the intern's grade in consultation with the appointed supervisor.
- Give notice to student's appointed supervisor of the intern's grade.

Advising Interns on Learning through Work

After the internship begins, Campus/Executive Director and/or academic advisor need to make it clear that they're available to assist during the actual internship. Set parameters on what students should expect of their AH Campus/Executive Director and/or academic advisor. It will be useful to establish guidelines on what kind of assistance is reasonable and constructive. Here are some key parameters:

- The Campus/Executive Director and/or academic advisor role is to assist interns, not do their work for them.
- A good Campus/Executive Director and/or academic advisor not only helps students prepare for their work but also allow them to make mistakes and to fail on their own if that's in the intern's best interests.
- The Campus/Executive Director and/or academic advisor functions best if kept informed about what is happening during the internship before a crisis occurs.
- If a crisis is imminent, the Campus/Executive Director and/or academic advisor *must* be informed. Examples of crises include a total breakdown in relations between intern and supervisor, charges against either the intern or supervisor concerning harassment, discrimination or impropriety and hazardous or risky working conditions.
- The Campus/Executive Director and/or academic advisor needs to set clear guidelines about when, where and how they can be reached, as well as under what circumstances. The Campus/Executive Director and/or academic advisor should make sure that they're as easily accessible as possible.

Chapter 3: Method of Evaluations

An internship involves at least a two-way relationship – a relationship between the intern and their supervisor. Most often, an internship is a three-way relationship involving the intern, the host agency and the academic institution where the intern attends. In either case, the intern supervisor must begin by recognizing the uniqueness of this relationship and by ensuring full and open lines of communication with the intern and the Campus/Executive Director and/or academic advisor.

Interns need regular feedback and an overall evaluation by the agency supervisor. Feedback and evaluations can and should be a part of the grading criteria. Consequently, Campus/Executive Directors and/or academic advisors must be in regular contact with the agency supervisor so they know how the intern is doing and how the supervisor is evaluating them.

Ideally, Campus/Executive Directors and/or academic advisors should meet with their interns on a regular basis, at least twice monthly or every other week, either by phone, by e-mails correspondence or face-to-face meetings. These options give both the Campus/Executive Director and/or academic advisor and the intern a record of issues raised and progress reports that can go into a record or journal. The amount of contact with interns and Campus/Executive Directors and/or academic advisors may vary depending on the situation.

As the internship experience draws to a close, it is important for the intern, AH Campus/Executive Director and/or academic advisor and the host agency supervisor to make plans about how the intern will leave their internship.

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Student Intern Section

American Humanics Student Internship Guidebook

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American Humanics Internship Program

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Examples of acceptable alternative internship settings include: relevant government enterprises (e.g. prisons, recreation departments, social work programs), corporate (e.g. community relations departments, foundations) and other non-youth and human service nonprofits. Cautions should be used when selecting an internship position within the college/university. If you choose an alternative internship setting, you must document other volunteer and service learning experiences in a 501 (c)(3) nonprofit agency.

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This policy is designed to ensure the integrity of a quality AH certification program, maintain the integrity of the AH mission and emphasize support for AH's National Nonprofit Partners. At the same time this policy will provide maximum flexibility and consideration for the differing needs of the network of AH Campus/Executive Directors, academic advisors and students.

Eligibility

To be eligible for the internship component of the American Humanics program, you the student:

- Must have completed or be in the process of completing the AH core-courses and received a 2.0 or higher in these courses.
- Must be a second term sophomore, junior, senior or have post-baccalaureate degree.
- Must have attended an internship or career development workshop.
- Must be an active participant in the AH Student Association for at least one semester.

Reasons for an Internship Program

The American Humanics internship provides you with an opportunity to use and apply what you have learned from your coursework in a “real life” nonprofit agency’s work environment.

Student’s Goals and Objectives

The American Humanics Internship Program enables you to:

- Explore your career interests while working in a professional nonprofit setting.
- Develop a better understanding of the nonprofit sector and its interaction with the public through direct services to individuals, families, groups, agencies and communities.
- Be familiar with the structure and functions of the chosen nonprofit agency. This includes an understanding of the agency’s programs, policies, purposes, goals, financial base and administrative structure, as well as method of service delivery.
- Examine the short and long-range goals of the agency.
- Aid you in acquiring specific skill sets which will enhance your value to employers and the nonprofit service sector.
- Study leadership models that prepare you for your future career in the nonprofit field.
- Demonstrate skills in data collection, nonprofit management, and/or problem assessment.
- Transfer classroom methodologies into practice.

Three Elements of a Successful Internship Program

- A goal-oriented student with a strong work ethic and a desire to advance.
- A nonprofit sponsor experienced in mentoring students and providing responsible assignments.
- Continual care and attention by the AH Campus/Executive Director, academic advisor and nonprofit agency to the AH student intern’s progress.

Internship Value for the Students

- **Experience** – preparing for future employment in a chosen field, work experience to go on a résumé and developing new skills and experience in the basic operation of a nonprofit agency.
- **Networking** – meeting nonprofit professionals who will become future mentors, employers, colleagues and references.
- **Risk-taking** – trying new experiences and testing skills in a “safety-net environment.”
- **Confidence-building** – experiencing success, validating talents, interacting with professionals and developing a professional role.

Chapter 1: Beginning the Internship Search

An internship search can be conducted in two basic ways: passively or actively. While some students may find an internship with minimal efforts, most typically passive searchers either get no response or they have to take whatever turns up, and that is usually not the perfect match!

The experience of many interns, intern supervisors and academic advisors tells us that an active, assertive search strategy leads to success (Donovan, Garrett, 94). An active search involves using all (or at least most) of the resources and strategies that may provide leads on prospective internships.

Careful planning is critical for all potential interns. You could never begin your internship search too early. It is vital when seeking an internship you contact your Campus/Executive Director and/or academic advisor to review the institutional requirements of the college or university at least 3 months or a semester or two (depending on how long the institution's term lasts) prior to the beginning of their internship.

Complete the *Internship Worksheet* (Appendix F) to better enable you to find a good internship site match. You should refer to the completed worksheet when you're utilizing various resources that are available for leads on prospective internships including:

- **Career Development Center** – A campus Career Development Center generally provides resources and promotes activities that aid students in identifying and developing their career-related options – assistance with résumé writing, identifying internships, interviewing skills, networking and portfolio development.
- **Professors** – Many professors have consulting, research and other ties to various companies and nonprofit agencies outside of academics.
- **Personal Contacts** – Often students find internships through personal contacts (AH Campus/Executive Director, family friends, relatives, parents' business associates, etc.)
- **The Internet** – The Internet is an invaluable source of information on internships.
- **Traditional Printed Services** – Newspaper, Internship Guides
- **School Alumni Network**

It's important to remember that you're not only seeking information about a possible site for an internship but also seeking the best agency for an internship with an end goal of future full-time career opportunities. When selecting a potential site, it is important to strive for compatibility between the needs of the agency, your strength and needs.

Selecting an Internship Site

Part of the internship process is determining where to serve on an internship. You should find the best internship possible so it will prepare you for a career in the nonprofit service sector. The selection of an internship site is also the joint responsibility of the AH Campus/Executive Director and/or academic advisor.

Follow the guidelines below when determining an internship site:

- 4 to 8 weeks before the start of the internship, you should indicate an interest or specific request and submit an application to your Campus/Executive Director and/or academic advisor, who determine eligibility.
- You should meet with the Campus/Executive Director and/or academic advisor to discuss the type of internship desired, the number of academic credits to be earned, the working hours required, internship goals and objectives and identification of a potential employer.
- Next, you should prepare and apply to a proposed agency for their internship. The internship site must be approved by the AH Campus/Executive Director and/or academic advisor. When the potential agency is selected, you may be required to submit a résumé and an *American Humanics Internship Application* (Appendix E).

It's suggested that you **should not** intern with family members. The reason for this is that the learning experience can be more enriching with a new unfamiliar setting, which would enable you to grow.

Once you have selected an internship site, you will begin the formal application process. It is a good idea to choose three agencies to apply to and interview with in order to prevent scrambling for an acceptable site at the last minute.

Remember: Each academic institution has its own policies and procedures on how to apply for an internship.

Gathering Background Information

In order to facilitate a good match between you and the host agency, it is important that background information be obtained. With careful planning and solid research, you should visit the nonprofit agencies that you desire to intern with. Furthermore, you should have well thought-out questions and answers in mind. While researching potential nonprofits agencies of choice, inquire about the following:

- Overall mission and philosophy of the agency
- The agency's reputation in the community
- Internship opportunities
- Application process for internships
- Location of internship
- Job description(s) and the nature of the work to be performed
- Intern's roles, responsibilities and opportunities for learning and application
- Intern training methods
- Compensation and benefits
- Service(s) provided to constituents
- Organizational chart and agency background
- Performance review process and expectations

Chapter 2: Visiting a Potential Internship Site

As a part of the process of locating an internship, you're encouraged to contact a number of different nonprofit agencies to interview with about a possible internship. It is important that you enter interviews well prepared. The interview is the single most important factor in the process of securing the internship placement. Taking time to prepare can greatly increase your chance of being successful. Arrive at the interview well informed about the agency's mission and services (i.e., Web site, annual report, etc.). The site visit with a potential host for the internship should include the following:

- A thorough discussion of educational needs, interests and past experiences.
- A history of the agency's internship/educational program and the specific expectations for the student.
- An outline of the necessary time commitment for successful completion of the internship.
- A recap of the agency's mission and philosophy.
- An explanation of the tasks and projects the intern will be involved in.
- The dress code of the agency.
- Discussion of compensation or credit received.
- An explanation of travel-related expense reimbursement.
- An overview of workers' compensation insurance and benefits available.
- Hours of operation and required schedule.

Preparation for Formal Interview

Present a professional image in the interview, which begins with being prompt and prepared. Also be "dressed for success." The customary attire for both men and women is a dark business suit. However, a sport coat, slacks and tie are acceptable for men and a jacket and skirt or dress, nylons, and closed-toe shoes are acceptable for women. Remember – first impressions are lasting impressions!

Know what to expect and do some practicing ahead of time. The following are some things to remember:

- Ask questions which will give you the best information about the place of work.
- Inquire about the duties an intern would be assigned.
- Know your skills and strengths and be prepared to talk about them.
- Present yourself professionally: dress, body language and clear communication are important.
- Ask for an opportunity to meet the person who would supervise you during the internship.

An interview should be well planned so that you take no more time than is necessary. The following are typical parts of an interview:

- Getting acquainted
- Introduction to the interview
- Exploration
- Background
- Personal skills/experience
- Questions about the position
- Responding to questions
- Identifying the next step
- Closing

After the interview, write out a quick summary while it's still fresh in your mind (*Nonprofit Agency Information*, Appendix G). It's important to write down whatever was learned about the internship, the employer, the terms of employment or the interviewer that may assist you later. Take time to write a thank you note to the person granting the interview. A typed note on letterhead, handwritten note or email is acceptable within 24 to 48 hours after an interview. This gesture shows appreciation for the interviewer's time and is another opportunity for you to touch the agency.

Expectations

Be prepared for the agency to do some research on you. Today, many nonprofits conduct background checks on all volunteers and employees, including interns. The background check can run the gamut from calling references that were provided to running fingerprints through a national crime database to having a full physical and drug screening. If you're going to have trouble with any of these checks or clearances, be proactive and address the problem beforehand.

It's important to realize that if you have been offered an internship position that the journey has just begun. Here is some sound advice from the University of Florida Career Center Resource Center:

- **Avoid accepting an offer over the phone:** It's very important to respond to an internship offer in writing whenever possible. Take some time to review the offer, especially if it's complicated or involves terms they haven't heard or seen before. The offer should contain key information such as the starting and ending dates, compensation (if any), other benefits (housing, transportation or tuition) and the assignment (if it's known).
- **If the prospective employer can't or won't give you the offer in writing, ask for time to consider it and call back.** Follow up with a letter stating your understanding of the terms (but don't exaggerate the terms).
- **If you receive multiple offers, consider each one carefully.** Compare offers using the *Internship Goals Checklist* (Appendix D). The best offer isn't necessarily the one that pays the most or the one with the prestigious employer. The internship that best meets your goals, needs, interests and preference will likely be the most successful one.
- **If the letter of offer doesn't say, find out when the nonprofit agency expects a response.** Take time to think through the offers, but don't wait so long that you miss the deadline. The letter either accepting or declining the offer should be positive and professional. Never burn bridges. Whatever nonprofit you turn down or that turns you down, be gracious and accentuate the positive. Someday you may be back looking for a job from the same nonprofit or be interviewed by the same person at another nonprofit.

Items You Need To Clarify Before Accepting an Offer

Meet with your Campus/Executive Director and/or academic advisor to verify they have reviewed the following items prior to accepting an internship position:

- Who will you report to? Have you met that person? Does the person seem well qualified to guide your internship experience?
- Do you have a clear understanding of the working hours and days, the vacation days and the last day of work?
- Are you aware of the exact nature of responsibilities? Do you understand the specific duties for which you will be responsible? Has someone explained the kinds of day-to-day assignments that you can expect to receive at the request of your supervisor and others?
- Are there any unusual requirements having to do with such matters as medical examinations, overtime work, or any personal expenses required?
- Will you be working in the same location throughout the internship? Is there ample space for you to work in the facility?
- Are there any hazardous work conditions that you might encounter in the workplace?

When examining all the information describing the job, does it seem that there might be any restriction on the type of person necessary to perform the work adequately?

When the Internship Is Secured

Arranging an internship requires careful planning and work beyond the normal classroom experience. However, many institutions, large and small, find that a huge percentage of graduates secure jobs as a direct result of an internship. Internships can demand long hours and rigorous work, so it's important to get the most out of the experience from the start. Remember the old adage, "When you fail to plan, you plan to fail." The *Letter of Internship Agreement* (Appendix I) is designed to help you create and/or improve your American Humanics Internship Program. The *Letter of Internship Agreement* will:

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

After being accepted by a particular agency for an internship, you're encouraged to honor your commitment to the agency. The recommended steps are for the host internship supervisor to send a letter of confirmation of placement to the Campus/Executive Director and/or academic advisor along with a *Letter of Internship Agreement* that should be signed by the host agency supervisor, you and the Campus/Executive Director and/or academic advisor. In the letter, the host internship supervisor must agree to supervise your work, meet weekly with you to discuss progress, work with you in developing goals, objectives, and/or competencies and submit a mid-term and final supervisor evaluation.

Formalizing the Relationship

The quality of internship – both the degree of professional experience gained and the quality of work performed – is impacted by the plans made and recorded in the *Letter of Internship Agreement*. The *Letter of Internship Agreement* provides framework that ensures everyone is on same "sheet of music," working harmoniously together as you progress towards completing your internship.

Chapter 3: Defining Roles and Responsibilities

When entering an internship all parties are involved: the student, the nonprofit agency and the Campus/Executive Director and/or academic advisor. This section is designed to help all involved increase the number of support instruments to ensure that the internship will be a quality educational experience for you and a productive relationship for the host agency.

The following pages detail the responsibilities of the student. The student, nonprofit agency and Campus/Executive Director and/or academic advisor each should receive a copy of these responsibilities prior to signing the *Letter of Internship Agreement* (Appendix I).

The Student Intern's Responsibilities

- Send a letter of acceptance to the host agency.
- File necessary registration information with the academic institution.
- Complete the *Schedule: Due Dates for Internship Reports and Other Requirements* (Appendix H) with your Campus/Executive Director and/or academic advisor.
- Report to the host agency for work on time and at the agreed upon start date.
- Adhere to required work hours, policies, procedures and rules and regulations.
- Complete assignments and maintain a professional attitude and appearance.
- Notify the host agency supervisor, AH Campus/Executive Director and/or academic advisor of any unavoidable absences or of any difficulties with the site or site supervisor.
- Notify the AH Campus Executive Director and/or academic advisor of any changes in enrollment status.
- Adhere to confidentiality policies and procedures.
- Maintain professional relationships with fellow employees, constituents, etc.
- Utilize a courteous, enthusiastic and open-minded approach to policies and procedures of the agency.
- Be consistent and punctual in the submission of all work assignments.
- Ask for feedback; constructive criticism allows you to modify or change behavior/performance for the better.
- Maintain a job activity journal using the *Time and Activity Log* form (Appendix N) and the *Weekly Report* form (Appendix J) noting specific problems, challenges and outcomes.
- Assemble a work portfolio/journal 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.
- Periodically ask the host agency supervisor to review the journal and add their reflections, comments and evaluations.
- Submit a summary paper covering your intern experience to the Campus/Executive Director and/or academic advisor at the end of the internship. The nature of the paper and its scope will depend on your individual experience.
- Provide your own transportation to and from agency, unless otherwise arranged.
- Complete the *Student Evaluation of Internship and Site* (Appendix M) at the end of the internship. You are required to do this evaluation. It should accompany your final weekly internship report.
- Make sure that your site supervisor completes a mid-term and final evaluation. Your site supervisor needs to either mail the completed evaluations to your Campus/Executive Director and/or academic advisor or give the evaluations to you sealed in an envelope with their signature on the flap. You then need to submit them to your Campus/Executive Director and/or academic advisor. The mid-term evaluation needs to be submitted halfway through the internship and the final evaluation needs to be submitted at the end of the internship.

Portfolio

The following materials should be kept in a portfolio:

- Internship Agreement: A copy of the final agreement approved by Campus/Executive Director and/or academic advisor and your internship supervisor
- Résumé: An error-free copy of your résumé
- Copies of documentations produced (i.e., articles, reports, charts, research reports, video or audio clips)
- Job Description: A copy of the internship job description provided by internship work site
- Internship evaluations (site evaluations, mid-term and final evaluations)
- Weekly Report forms
- Time and Activity Log(s)
- Reflective Journal

Journals

AH requires you to keep a journal or portfolio. Journals are critical to internships because they allow support, feedback, and reflection on your own work. A journal is also an effective tool for you to see yourself growing and changing. A journal does not have any “right” length for entries; they should record what you did and saw that day, new ideas and concepts you were exposed to and how to use them and personal thoughts and feelings about what is happening in the internship. It may be helpful to divide what is learned at an internship into four categories: (a) knowledge, (b) skills, (c) personal growth and (d) career development (Sweitzer, King 7).

Some days it may be hard to figure out what to write about. Here are a few questions to consider:

- What was the best thing that happened today at your site? How did it make you feel?
- What kind of new skills have been attained since beginning to work at this site?
- What changes should be made to enhance the internship experience?
- What accomplishments have been made this week?
- Has the internship experience been rewarding? Why or why not?

Time and Activity Log

On Appendix N, you’ll find the *Time and Activity Log*. The log is a simple form that you use to record the amount of time spent in activities related to the experience and a brief accounting of the tasks accomplished. An entry on the activity log should be completed each time you are at your internship site. When a log form is filled, hours should be tabulated and the site supervisor should sign the form. The

Time and Activity Log may cover a week, a month, or a quarter - whatever is appropriate to your internship. At the end of the internship, put the log(s) in your portfolio.

Activities that are mentioned on the *Time and Activity Log* should be consistent with the goals and expectations outlined in the internship contract. If substantial changes occur in the nature of the internship, the contract should be renegotiated and an updated contract submitted to the Campus/Executive Director and/or academic advisor.

The log form should be reviewed and signed by the site supervisor during regular weekly meetings. Supervisors need to make sure that the hours are consistent with the activities reported as well as with the goals and expectations outlined in the internship.

Weekly Reports

To facilitate the documentation of the internship experience, you are responsible for submitting a weekly report to the Campus/Executive Director and/or academic advisor including:

- List of specific program goals and objectives for the upcoming week
- Schedule of weekly assignments
- Personal evaluation and analysis of previous week's assignments and activities

A form for the weekly report can be found on Appendix J.

The End of the Internship

As the internship experience draws to a close it is important for the you along with your AH Campus/Executive Director and/or academic advisor and the host agency supervisor to make plans about how you will leave your internship.

While interning, you should consider the following:

- Be sure clients/customers/patients/children that you have worked with regularly know in advance when you are leaving and why you are leaving.
- Bring closure to the experience by making a plan for the last day of your internship.
- Organize work projects in such a way that someone can step in and take over where you ended your work assignment. This will be helpful to both the next person and the intern supervisor.
- Be certain to thank the people who have made this experience possible (i.e., supervisor and others you have worked with).
- Give your supervisor candid feedback about what you have learned and what has been valuable about the experience – this can be a way to reward the supervisor and the agency, and it will help pave the way for others who may wish to do an internship with the agency.

American Humanics Internship Guidebook



Host Agency Representative/Field Supervisor Section

American Humanics Host Agency Representative/Field Supervisor Guidebook

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Chapter 1: An Emphasis on Experience

What Is an Internship?

An Internship refers to a short-term work experience emphasizing hands-on learning. The internship gives meaning to everything the student has learned and makes practical sense of something known as theoretical (Sweitzer, King 1). Furthermore, it will be a pre-professional experience wherein the student will begin to show how their academic preparation can help them pursue some of their career goals. It is designed to guide the intern toward a professional career in a particular agency, field, or sector. The underlying principle of an internship is “shared value.” A nonprofit agency provides a learning laboratory where students experience the real working world. Students contribute to the nonprofit agency by performing meaningful projects and assignments that are of continuing value to both parties. The result: a win-win arrangement that has an outstanding record of success. In an internship, the student becomes part of a nonprofit agency and observes and reflects on what occurs there.

Any internship experience is the result of a complex interaction between the individuals and groups that make up the placement site and each individual intern (Sweitzer, King 13). The raw material of the internship is both an intellectual and emotional experience. An internship provides the student with:

- Skill development
- A chance to apply classroom theory to real-world practice
- Development in the relationship between classroom theory and real-world practice
- Help to analyze and perform effectively in various situations
- Opportunity to understand the world of work in nonprofit agencies
- A catalyst for personal growth and problem-solving skills
- Promotion of self-understanding, self-discipline, and self-confidence
- Help to clarify career and educational goals (Sweitzer, King 4,12)

Internships may be integrated into the student’s regular academic schedule or take place during a term away from school or a summer break. Internships may involve academic credit and preferably involves financial compensation.

An internship should allow students to deal with all aspects of a nonprofit agency. Most importantly, they should provide the student with the on-the-job experience needed to work with, or on behalf of, young people, their families and their communities.

Internship Value for the Nonprofit Agency

- **Altruism** – helping one another develop skills needed for success in a nonprofit career.
- **Personal development** – fresh outlook with new opportunities for learning and creativity.
- **Advocacy** – encouraging others to respond to the needs and abilities of the people served beyond the internship experience.
- **Public relations** – increase agency visibility and fulfill obligations to give back to the community through professional development activities.
- **Return on investment** – opportunity for a novel or accelerated project completion that meets critical needs of the agency and the persons served.
- **Pre-screening potential job candidates** – opportunity to pre-screen potential job candidates, saving time and money – former interns do not require the training and adjustment period most other new hires need.

To have a successful internship experience, the nonprofit sponsor should be experienced in mentoring students. Continual care and attention by the nonprofit agency to the AH student intern's progress is also important.

Chapter 2: Defining Roles and Responsibilities

The Nonprofit Agency's Role

Prior to the Placement of the Intern

- Assess the agency's ability to provide meaningful work assignments and time for training and supervision.
- Consider the factors that make the internship attractive to candidates.
- 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.
- Clarify the reporting structure for the intern, how the intern's work should be prioritized and how evaluative feedback should be communicated.
- Consider the standards by which the intern will be evaluated.
- 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.)
- Describe the skills needed to fulfill the work responsibilities as well as the skills that can be gained or sharpened through the internship experience.
- Consider the agency's ability to provide financial support (salary, gas money, parking fees, supplies) to the intern.
- Accept students for placement without regard to race, ethnic origin, gender, age, religious or political persuasion, or sexual preference. The agency retains the right to reject individual students who cannot function in the agency.
- Complete the *Letter of Internship Agreement* (Appendix I) with the student and return to the Campus/Executive Director and/or academic advisor.
- 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 students to apply their classroom knowledge and gain new skills.
- Avoid using the internship program to fill staff vacancies.
- Provide liability coverage for the student intern while on duty.

Host Agency's Financial Support to Student Intern

Students participating in the internship program pay full-time tuition to the academic institution during an internship experience, plus certain variable costs necessary to be a full-time student. Costs for housing, food, transportation and other personal expenses vary with the location, host agency requirements and needs of the student intern.

Agencies are not obligated financially to the intern. However, financial support may be a factor in the student's decision to select a given agency. Agencies may offer support in two or more of the following ways:

- Automobile mileage
- Business meals and incidentals
- Conference fees
- Residence
- Stipend

Any financial support will be spelled out in the *Letter of Internship Agreement* (Appendix I) contract or supporting document. Students often feel uncomfortable discussing these issues with the host agency. In this event, the Campus/Executive Director and/or academic advisor can act as an advocate for the student.

The Nonprofit's Assigned Supervisor's Role

While supervising the intern

- Attend orientation with AH Campus/Executive Director and/or academic advisor to discuss and complete the educational contract. Review the job description and expected competencies (outcomes) and decide on start/end dates and compensation.
- 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.
- 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.
- 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 fulltime job. This could be accomplished in several ways including job rotation, exposure to different aspects of the agency's operation and increased responsibility/authority/accountability.
- Provide the intern with adequate resources to accomplish job objectives.
- Assign and supervise the completion of tasks and responsibilities that are consistent with the intern's role in the agency.
- Schedule regular meetings with the intern to provide a forum for discussion and reflection on expectations, projects, responsibilities and progress.
- Consult with the Campus/Executive Director and/or academic advisor if the supervisor becomes aware of personal or communication problems disrupting the intern's learning and performance.
- Halfway through the internship, complete the *Site Supervisor Mid-Term Written Evaluation* (Appendix K) and go over it with the student. At the end of the internship, complete the *Site Supervisor Final Written Evaluation* (Appendix L) and go over it with the student. Keep both of the evaluations for your records.
- Make two copies of the *Site Supervisor Mid-Term Written Evaluation* (Appendix K) halfway through the internship and give one to the Campus/Executive Director and/or academic advisor and the other to the student.
- Make two copies of the *Site Supervisor Final Written Evaluation* (Appendix L) at the end of the internship and give one to the Campus/Executive Director and/or academic advisor and the other to the student.
- Consult with the Campus/Executive Director and/or academic advisor to help determine the intern's grade.

Chapter 3: Training Seminars and Orientation

A training seminar or an orientation is a major component of the internship program. Interns should meet on a weekly basis with their direct supervisor and other staff and receive both experiential and didactic training in a variety of professional topics (APA, 2002). Seminar models are provided on topics related to the intern's competency area determined by individual assessment (including career assessment), ethics and professional practice, career development and pre-professional training.

One thing that distinguishes the best agencies is their attention to detail; in particular, how to bring a new employee on board. A strong orientation is the key in turning new employees into fully productive members of the agency. Interns need this as much as (if not more than) any other new worker.

Consider the following orientation checklist. These points generally need to be covered whether the orientation is done individually or in a group:

Who

- Who is the intern's supervisor?
- Who are their colleagues and co-workers?
- Who are their fellow interns?
- Who else do they report to?
- Who will be evaluating them?

What

- What are their duties?
- What is their work schedule?
- What are the rules about conduct, safety, etc.?
- What are their learning goals and objectives?

Where

- Where will they be working?
- Where is their workspace?
- Where can they keep their personal items?
- Where are the restrooms located?
- Where can they get a snack or soda?
- Where do they park their vehicle?

When

- When is the internship official start and end date?
- When will the intern be evaluated?
- When does the intern get paid? (if it's a paid position)

How

- How will the intern be evaluated?
- How should the intern address his/her supervisor? Should the intern use last or first names? Titles (that is, Mr., Mrs., Dr., and so forth)
- How should the intern interact with other employees?

It's important that the intern orientation cover all the basics a new employee needs, including the basic information packets from human resources materials, employee manuals and guides, safety procedures and training information, orientation materials, facility tours and videos.

Remember that a good intern supervisor is more than just a good work supervisor. The main goal of the intern supervisor is to help interns make the most of their learning opportunities. Intern supervisors are more than bosses; they're also coaches, teachers, advisors, role models and mentors. All intern supervisors should remember that the most important aspect of being an intern supervisor is to be a teacher and to create learning opportunities that are challenging and stimulating without being overwhelming and impossible. Listed below are some suggestions for doing this:

- Think carefully about what projects or tasks you will assign to interns. Is there a payoff in experience and learning or is this just busy work?
- Break major projects into smaller, more doable parts or help interns do these themselves.
- Show interns how to start and complete assigned tasks.
- Deliberately seek opportunities for interns to learn (i.e., meetings, symposiums, workshops).
- Share any pet peeves so that interns don't have to find out the hard way.

Good coaches and teachers talk not only about the failures but also about the successes. Supervisors should help interns analyze some of the problems or choices they face, what decisions can be made and the possible outcomes from each step in the process. In this way, interns can learn right from wrong and discover how to solve problems and make key decisions in the future.

The outline found on Appendix C may be helpful in providing guidance to the host agency regarding topics to cover in a general orientation with the student intern and as a framework for further acquainting the student with the functioning of the agency throughout the duration of the internship experience. The orientation should be viewed not only as necessary for acclimating the student to the internship experience but also to introduce the student to life of a professional in the nonprofit service sector.

Chapter 4: Method of Evaluations

Being the supervisor of an intern is not the same as supervising other full-time or part-time employees; it's more than that and a major responsibility in and of itself. It is also a major opportunity because internship experiences are often pivotal in the lives of the interns, both at a personal as well as at a career level.

An internship involves at least a two-way relationship – a relationship between the intern and their supervisor. Most often, an internship is a three-way relationship involving the intern, the host agency and the academic institution where the intern attends. In either case, the intern supervisor must begin by recognizing the uniqueness of this relationship and by ensuring full and open lines of communication with the intern and the Campus/Executive Director and/or academic advisor.

Interns need regular feedback and an overall evaluation by the agency supervisor. Feedback and evaluations can and should be a part of the grading criteria. Consequently, Campus/Executive Directors and/or academic advisors must be in regular contact with the agency supervisor so they know how the intern is doing and how the supervisor is evaluating them.

Evaluating the intern

- 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 student's experience.
- Conduct mid-term and final evaluations (Appendices K and L) and provide copies to the Campus/Executive Director and/or academic advisor.
- 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 Campus/Executive Director and/or academic advisor in determining the intern's final grade.
- Return the signed and completed performance evaluation to the Campus/Executive Director and/or academic advisor by the date on the form.

Ideally, Campus/Executive Directors and/or academic advisors should meet with their interns on a regular basis, at least twice monthly or every other week, either by phone, by e-mails correspondence or face-to-face meetings. These options give both the Campus/Executive Director and/or academic advisor and the intern a record of issues raised and progress reports that can go into a record or journal. The amount of contact with interns and Campus/Executive Directors and/or academic advisors may vary depending on the situation.

Intern supervisors need to understand the basic functions in the internship process if they are to perform their role competently. Listed below are some of the basic functions of intern supervision in the order in which they occur in the internship process:

1. Schedule regular weekly meetings.
 - Can you depend on each other?
 - Do you take your role as mentor/supervisor seriously?
 - Does the intern take his/her role as intern/employee seriously?
 - Who can the intern meet with if the supervisor is not there?
2. Review the intern's activities and responsibility for the week.
 - How efficiently did they do their work?
 - What can they do better?
 - How did the intern feel about his/her responsibility and the way in which they carried out their assignment?
 - Are there any accountability or professional issues to discuss?
 - Has communication been adequate and effective?
 - Are they following the timeline or plan? Do adjustments need to be made?
 - Are you adhering to the educational contract or do adjustments need to be made?
3. Connect activities with theory and develop skills.
 - What staffing/relationship issues took place?
 - What ethical issues came up?
 - How do the student's activities further the agency's mission?
 - What were the budgeting and funding issues?
 - What conflicts/problems took place? How were they resolved?
4. Discuss the upcoming week's activities and responsibilities.
 - How do they relate to the previous week?
 - What's the plan for solving any problems that come up?
 - What's on the calendar?

Evaluating the Internship Experience

One key aspect of an internship experience is to evaluate what has been learned. This involves a variety of formal and informal evaluations of the internship. One of these evaluations revolves around the intern and their work performance. Another looks at their internship as a learning experience. A third kind of evaluation considers their internship experience overall.

- Performance evaluations are a critical part of the larger process of good management. Because individuals are the main reason nonprofit agencies succeed or fail, assessing employee performance is crucial to the overall success of the agency.
- Performance evaluations also provide a forum for not only reviewing the intern's past performance but also, assuming that they stay on with the agency, for establishing new performance goals.
- Performance evaluations serve as a communication conduit between the intern and their supervisor.
- Performance evaluations can also serve as a written and permanent documentation of the intern's record and accomplishment during the internship.

As the internship experience draws to a close it is important for the intern, AH Campus/Executive Director and/or academic advisor and the host agency supervisor to make plans about how the intern will leave their internship.

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Additional information was utilized from the original *American Humanics Internship Handbook*, authored by Dr. Carl T. Gass, Dean of Human Service, Missouri Valley College, and *Guidelines for Connecting Community through the Internship Experience*, authored by Dr. Robert Ashcraft, Director, Center for Nonprofit Leadership & Management and Cindy Theisman, AH Program Assistant, Arizona State University.

Appendices



Appendix A: The National Internship Program

This program allows all National Nonprofit Partner agencies access to a richer, more diverse pool of national and regional internship candidates than is typically available to the local market. The National Internship Program provides select American Humanics students and alumni (derived from various ethnic backgrounds and geographical locations) with opportunities for internship placement with National Nonprofit Partners of American Humanics at their national or regional headquarters.

American Humanics seeks highly motivated AH students who have a strong work ethic and aspiration to become leaders with a National Nonprofit Partner. Students desirous of these prominent internships should be prepared for a professional career in the field of nonprofit management and philanthropy. Because of the selective nature of this program, students and alumni selected for the national internship may receive a financial stipend through American Humanics.

The National Internship Program is managed by the American Humanics National Office with the following objectives:

- Augment the current AH Internship Programs and systems that are already in place on established campuses.
- Provide additional opportunities for select students from different ethnic groups to satisfy the required internship component of the American Humanics program.
- Strengthen and enhance communication between the National Nonprofit Partners and American Humanics students.

Internships run a minimum of an academic term or summer. In addition, the National Nonprofit that hosts the internship would provide the national intern with a modest cash or in-kind stipend for living and relocation expenses. AH students interested in applying for an AH National Internship should contact:

Director of Internship & Placement Programs
American Humanics, Inc.
4601 Madison Avenue
Kansas City, MO 64112
Phone: 816-561-6415 x 233
www.humanics.org

Appendix B: Participating National and Regional Nonprofit Partners (2004-2005)

AmeriCorps*NCCC	Washington, D.C. (N)
America's Second Harvest	Chicago, IL (R)
American Humanics, Inc.	Kansas City, MO (N)
American Red Cross	Atlanta, GA (R)
Boy Scouts of America	Lansing, MI and Fort Wayne, IN (R)
Boys and Girls Club	Kansas City, MO (R)
Camp Fire USA	Kansas City, MO (N)
Foundation of American Studies	Washington, D.C. (N)
Junior Achievement	Kansas City, MO (R)
March of Dimes	Nation Wide (R/N)
National Urban League	New York, NY (N)
Points of Light Foundation	Washington, D.C. (N)
YMCA of the USA	Chicago, IL (N)

* (N) indicates National Internship and (R) indicates Regional Internship



Appendix C: American Humanics National Office Orientation

Welcome – Quincy Williams, Director of Internships and Placements
Kala Stroup, President

A. Purpose of Orientation – The purpose of the American Humanics Internship Orientation is to introduce and welcome interns to the AH staff, review office policies, communicate agency's expectations and standards of excellence.

Discussions and Introductions:

B. AH Mission & Operations– To educate, prepare and certify professionals to strengthen and lead nonprofit agencies.

C. Department Staff (Vice-President and Directors)

- Academic Partnerships – Barbara Keener, Vice-President of Academic Partnerships
- Nonprofit Partnerships – Phyllis Wallace, Vice-President of Nonprofit Partnerships & Campus Expansion
- Communication & Development – Richard Potter, Vice-President of Development & Communications

D. History of American Humanics

E. Intern, Sponsoring Institution and Sponsoring Agency Roles and Responsibilities

- Intern Supervisor
- Director of Internships
- Campus/Executive Director or Campus/University Contact
- Open Door Policy
- Office Procedures
- Dress Code
- Parking
- Access Card

F. Intern Work Schedule, Rules and Regulation Calendar

- Weekly Work Schedule
- Student's Class Schedule
- Attendance
- Punctuality
- Absence Due to Illness

G. Intern, Sponsoring Institution, and Sponsoring Agency Performance and Evaluation

- Intern Evaluations
- Access to Personal Files
- Protection of Privacy
- Program Evaluation
- Intern Evaluation
- Contract

H. Question and Answer Session

Handout Material – Organizational Chart, Staff Contact Information

Appendix D: Internship Goals Checklist

The following checklist should be used to make sure that you've done everything necessary to have a successful internship.

Preliminary Steps

- First Step:** Students meet with AH Campus/Executive Director and/or academic advisor to discuss career goals and type of internship which best suits meeting those goals.
- Select an Internship:** Students are responsible for finding their internship, so they should carefully select an internship that will give them maximum experience and educational opportunities. Campus/Executive Directors and/or academic advisors will be able to give suggestions to students.
- Internship Agreement Form:** Students need to provide host agencies with a *Letter of Internship Agreement* (Appendix G). The form outlines the duties students will be assigned.

Before the Internship Begins

- Submit Forms:** The *American Humanics Internship Application* (Student Section - Appendix A) and the *Letter of Internship Agreement* (Appendix G) must be on file with the academic institution before students will be allowed to register for an internship.

During the Internship

- Weekly Reports:** Students should complete a *Weekly Report* (Appendix M) at the end of every work week of the internship.
- Time and Activity Log:** Every time that they work, students should record the time that they worked and the activity that they did in the *Time and Activity Log* (Appendix L).
- Critique Sessions:** Students and their internship supervisor need to establish regular weekly meetings for the exclusive purpose of critiquing the intern's performance. These sessions will allow student(s) and their supervisor to discuss opportunities for making their internship a maximum benefit for both the student and agency.
- Faculty Visitation:** The Campus/Executive Director and/or academic advisor visit with the intern's on-site internship supervisor. Every effort will be made to see both the AH intern and the agency supervisor, but the first priority of the visit is to discuss the intern's progress with the agency supervisor.
Note: Students: If there's a serious problem with the internship, be sure to get in touch with the Campus/Executive Director and/or academic advisor immediately. Do not wait for the Campus/Executive Director and/or academic advisor internship supervisor's on-site visit.
- Mid-term Evaluation from Intern Supervisor:** The internship supervisor needs to complete a *MID-TERM INTERNSHIP EVALUATION* (Appendix I) and submit it to the Campus/Executive Director and/or academic advisor.

Appendix D: Internship Goals Checklist (Cont.)

After the Internship

Final Evaluation from Intern Supervisor: The internship supervisor needs to complete a *FINAL INTERNSHIP EVALUATION* (Appendix J) and submit it to the Campus/Executive Director and/or academic advisor and nonprofit agency. **Credit for the internship will not be given until a completed FINAL EVALUATION from the internship supervisor is received.**

Final Evaluation from Student Intern: The student intern needs to complete a *FINAL STUDENT INTERN EVALUATION* (Appendix K) and submit it to the Campus/Executive Director and/or academic advisor. **Credit for the internship will not be given until a completed FINAL EVALUATION from the student intern is received.**

Grade for the Internship:

Note: Students must follow instructions included in the *Internship Checklist*. It's the student's responsibility for fulfilling all the requirements for the internship. If students have any questions, they should visit their Campus/Executive Director and/or academic advisor.



Appendix E: American Humanics Internship Application

In order to get an internship, you should complete the following American Humanics Internship Application. It is to be signed by both you and your AH Campus/Executive Director.

General Information

Name: _____

Address: _____

(Number)

(Street)

(Apt. #)

(City)

(State)

(Zip)

Telephone: (____) _____ E-Mail: _____

I am applying for an internship during the following term: (please circle one)

Fall / Spring / Summer

College/University Information

Name of Campus Director: _____

Academic Institution: _____

Address: _____

(Number)

(Street)

(City)

(State)

(Zip)

Current Academic Status: _____ Graduate _____ Senior _____ Junior _____ Sophomore

Major of Study: _____ Minor of Study: _____

Cumulative GPA _____ GPA in Major _____ GPA in Minor _____



Appendix E: American Humanics Internship Application (Cont.)

Please answer the following questions:

1. Why do you want to intern at a nonprofit agency? What do you feel you would learn from your experience here? _____

2. What are your future career goals? How will this internship benefit your success in those goals?

3. What are your current strengths (knowledge, skills, values)? _____

4. What are your current weaknesses (knowledge, skills, values)? _____

5. What are your educational goals? Do you plan to attend graduate school? If yes, where do you plan to apply? _____



Appendix F: Internship Worksheet

What are your interests? _____

What are your skills? _____

What do you value? _____

Is there a particular ethnic group, community or social problem that you want to learn more about? _____

What do you want to gain by interning? _____



Appendix G: Nonprofit Agency Information

Name of Nonprofit: _____

Mission Statement: _____

Year of Establishment: _____

Describe agency's program structure, principles, purpose and projects. (Attach brochures and pamphlets):

Capacity of clientele served:

Children: _____ Teens: _____ Adults: _____ Seniors: _____

Annual budget, including percentage breakdown of income and expenses: _____

Outline of agency's volunteer structure: _____

Staff benefits, including salary (entry-level): _____

Size of nonprofit agency staff, including clerical, volunteers and paraprofessionals: _____

Information about interviewer: _____



Appendix I: Letter of Internship Agreement

This form represents an agreement between the American Humanics Program at _____
_____ and _____ regarding an
(College or University) (Nonprofit Agency)
internship for the following student: _____
(Student's Name)

It's the responsibility of the student to work with the internship site and supervisor to complete the letter of internship agreement. The completed, signed letter of agreement must be approved by the Campus/Executive Director prior to commencing the internship.

COMPLETED AND SIGNED FORM (by both AH student and supervisor) MUST BE SUBMITTED TO THE CAMPUS/EXECUTIVE DIRECTOR PRIOR TO THE START OF THE INTERNSHIP

Student Name: _____ Graduation Date: _____
Student Work Phone: _____ Student Work E-mail: _____

(If you do not know this information at the time you complete this form, contact your Campus/Executive Director once you know it.)

Agency Name: _____
Agency Sector: Nonprofit Public Private

Mailing Address of Agency: _____

City: _____ State: _____ Zip: _____

Supervisor Name: _____ Title: _____

Supervisor Phone: _____ Fax: _____ E-mail: _____

Date of Internship: Start _____ End _____ Work Schedule: _____

Rate of Pay: _____

The agency will recognize the student as an intern and to that end will provide varied experiences and adequate supervision; will ensure as safe and healthy working condition as possible; will notify the AH Campus/Executive Director if, for any reason, termination of the students is necessary. It is not required that interns be paid, but it strongly recommended. This can be an hourly wage or stipend.

Supervisor Signature: _____ Date: _____
Student Signature: _____ Date: _____
Campus/Executive Director: _____ Date: _____



Appendix J: Weekly Report

Student Name: _____ Date: _____

Describe what you've learned this week:

(a) Knowledge _____

(b) Skills _____

(c) Personal Growth _____

(d) Career Development _____

Student Signature

Date

Intern Supervisor Signature

Date



Appendix K: Site Supervisor Mid-Term Written Evaluation

Student Name: _____

Supervisor's Name: _____

Title: _____ Phone: _____

Agency Name: _____

Address: _____

Please rate the intern in each of the areas listed below. Using the scale provided. If component does not apply, circle NA.

	Poor			Excellent		
	1	2	3	4	5	NA
Dependability of student intern	1	2	3	4	5	NA
Ability to work with others	1	2	3	4	5	NA
Ability to take directions	1	2	3	4	5	NA
Ability to work independently	1	2	3	4	5	NA
Professional attitude	1	2	3	4	5	NA
Decision-making skills	1	2	3	4	5	NA
Problem-solving skills	1	2	3	4	5	NA
Communication skills	1	2	3	4	5	NA
Organizational skills	1	2	3	4	5	NA
Timeliness of work	1	2	3	4	5	NA
Quality of work	1	2	3	4	5	NA
Overall success of internship	1	2	3	4	5	NA
Time management skills	1	2	3	4	5	NA

Additional comments:

Supervisor Signature: _____ Date: _____



Appendix L: Site Supervisor Final Written Evaluation

Student Name: _____

Supervisor's Name: _____

Title: _____ Phone: _____

Agency Name: _____

Address: _____

Please rate the intern in each of the areas listed below. Using the scale provided. If component does not apply, circle NA.

	Poor			Excellent		
Dependability of student intern	1	2	3	4	5	NA
Ability to work with others	1	2	3	4	5	NA
Ability to take directions	1	2	3	4	5	NA
Ability to work independently	1	2	3	4	5	NA
Professional attitude	1	2	3	4	5	NA
Decision-making skills	1	2	3	4	5	NA
Problem-solving skills	1	2	3	4	5	NA
Communication skills	1	2	3	4	5	NA
Organizational skills	1	2	3	4	5	NA
Timeliness of work	1	2	3	4	5	NA
Quality of work	1	2	3	4	5	NA
Overall success of internship	1	2	3	4	5	NA
Time management skills	1	2	3	4	5	NA

Additional comments:

Supervisor Signature: _____ Date: _____



Appendix M: Student Evaluation of Internship and Site

Student Name: _____

Internship Site: _____

Supervisor's Name: _____

Please rate the quality of your internship in each of the areas listed. Using the scale provided. If a component does not apply, circle NA.

	Poor			Excellent		
	1	2	3	4	5	NA
Opportunity for new learning	1	2	3	4	5	NA
Relationship of internship to your major	1	2	3	4	5	NA
Challenge of experience	1	2	3	4	5	NA
Quality of supervision at site	1	2	3	4	5	NA
Assistance available when needed	1	2	3	4	5	NA
Site's ability to work with interns	1	2	3	4	5	NA
Working conditions on site	1	2	3	4	5	NA
Meaningful use of time while at site	1	2	3	4	5	NA
Recommendation of this site to others	1	2	3	4	5	NA
Overall rating of site	1	2	3	4	5	NA
Personal Growth through internship	1	2	3	4	5	NA
Overall rating of your internship	1	2	3	4	5	NA

Additional Comments:

Student Signature: _____ Date: _____



Appendix N: Time and Activity Log

Student Name: _____ Internship Site: _____

Time	Activity
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____

Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____

Student Signature

Date

Intern Supervisor Signature

Date



Appendix O: Writing a Résumé for an Internship

The following two pages contain information on how to write a résumé.

Your résumé is the first impression you will make on an employer who is considering you for an internship. It represents you in your absence. It should thus be an accurate summary of your personal achievements, skills and interests – all which add up to an overview of what makes you distinct from anyone else.

A résumé is not an autobiography but a brief, clearly presented and logically-organized statement of information about which someone considering you for an internship would like to know. If you use the following guidelines, you should find that writing a résumé will be easier than you may have thought.

Be Organized – The seven categories listed on the next page will help you organize the information usually included on a résumé. They are presented in the order in which they usually appear on a résumé.

Be Brief – A résumé is an outline and therefore should be written in short phrases rather than complete sentences. Use action verbs such as coordinated, organized, directed, etc. that suggest energy and accomplishment. Avoid use of personal pronouns. Try to keep your résumé to one page.

Be Accurate – Be certain what you include on your résumé accurately represents you and your accomplishments. Each word on it should be a deliberate choice, carefully considered to convey the honest information and the impression you want to leave.

Be Neat – The physical appearance of your résumé accurately represents you and your accomplishments. Make it visually appealing and be sure there are no typos!

Be Proud – It's okay to be your own greatest fan and promote yourself on your résumé. It should express pride in your talents and accomplishments. Be positive by emphasizing strengths you have acquired through all of your activities and experiences. Avoid any negative statements.

Be Willing to Ask for Help – Ask for help after you have read through this guide and have prepared a draft of your résumé. Make an appointment with the Internship Coordinator and bring the draft with you at that time.

(Westmont College- Urban Internship Manual, pg. 6)



Appendix O: Résumé Outline (Cont.)

- Identification** Include full name, local address, phone number and e-mail address. Be sure to use the contact info where you can be reached most easily.
- Objective** State the kind of internship desired. Be specific in stating your area of interest, but don't limit possibilities. Be brief in this statement, not exceeding two sentences.
- Education** College name and location
Expected date of graduation
Major/Minor
GPA (include if it is 3.0 or better)
Honors/Awards (include dates)
Relevant Courses (list only the courses relevant to your objective).
- Experience** List summer jobs and part-time jobs held during school (including work-study), internships and volunteer activities.
- List the experiences in rank order beginning with those most relevant to the internship you are seeking. If you have had no relevant experiences, list them in reverse chronological order beginning with the most current.
- Be consistent and list all experiences by name of employing agency or job title (if appropriate) first.
- Include name of employing agency, city, state and dates of employment or service.
- Use brief phrases and action verbs, state duties, responsibilities and your accomplishments in each position.
- Extra-Curricular Activities** List college and off-campus agencies and committees to which you belong.
- List offices held in these agencies. Include dates. There may be activities here that are particularly relevant to your Objective. If so, list these under Experience rather than in this category.
- Skills/Interests** After the factual information given in the above sections, this category serves to help the reader to get to know you more personally.
- State your hobbies, interests, and special skills (e.g., foreign languages, knowledge of technical equipment, etc.). Emphasize your strong points and use your imagination.
- References** State that references are available upon request. Be prepared to give the name, address and phone number of those persons whom you would like to use as references should you be asked. Be sure to let your references know they may be contacted.