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Proposal for a Penn Bookstore Internship Program in Events and Marketing

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Submitted to the Program of Organizational Dynamics In the Graduate Division of the School of Arts and Sciences In Partial Fulfillment of the Requirement for the Degree of Master of Science in Organizational Dynamics at the University of Pennsylvania Advisor: Larry M. Starr

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Proposal for a Penn Bookstore Internship Program in Events and Marketing

Abstract

The purpose of this thesis is to propose the creation of an events/marketing internship program at the Penn Bookstore. I begin with a review of common terms and definitions used to describe student-learning experiences. Penn has multiple resources available to undergraduate students looking for an internship. Based on a review of internship programs offered through Penn and at a variety of local organizations, I identify and describe common and unique program categories. In addition, I examine three internship program models from the perspective of academic, non-profit and corporate/for-profit organizational settings. Based on this review, I propose my vision for an internship program model for the Penn Bookstore. I conclude by relating the benefits of the proposed internship program to the Bookstore, the undergraduate student community at Penn, and the University.

Comments

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PROPOSAL FOR A PENN BOOKSTORE INTERNSHIP PROGRAM
IN EVENTS AND MARKETING

by

Risa J. Levitt

Submitted to the Program of Organizational Dynamics
In the Graduate Division of the School of Arts and Sciences
In Partial Fulfillment of the Requirement for the Degree of
Master of Science in Organizational Dynamics at the
University of Pennsylvania

Philadelphia, Pennsylvania

2009

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IN EVENTS AND MARKETING

Approved by:

Larry M. Starr, Ph.D., Advisor

ABSTRACT

The purpose of this thesis is to propose the creation of an events/marketing internship program at the Penn Bookstore. I begin with a review of common terms and definitions used to describe student-learning experiences. Penn has multiple resources available to undergraduate students looking for an internship. Based on a review of internship programs offered through Penn and at a variety of local organizations, I identify and describe common and unique program categories. In addition, I examine three internship program models from the perspective of academic, non-profit and corporate/for-profit organizational settings. Based on this review, I propose my vision for an internship program model for the Penn Bookstore. I conclude by relating the benefits of the proposed internship program to the Bookstore, the undergraduate student community at Penn, and the University.

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LIST OF TABLES

TABLE		Page
1	Three Penn Academic Internship Offerings	15
2	Three Non-profit Internship Offerings	19
3	Three Corporate/For-profit Internship Offerings	22
4	Penn Bookstore Internship Offerings	26

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	v
CHAPTER	
1 Introduction Overview	1
2 Literature Review	3
3 Internships at the University of Pennsylvania	8
4 Three Internship Models	14
5 Model and Operation	26
6 Conclusions	31
REFERENCES	34
APPENDIX	
A	35
B	36
C	37
D	38
E	40

CHAPTER 1

INTRODUCTION

Overview

This capstone/thesis describes a proposal for the creation of an internship program at the University of Pennsylvania (Penn) Bookstore. The program, open to undergraduate students at the University of Pennsylvania, would be focused on events and marketing and would be managed by the Penn Bookstore's Events/Marketing Manager.

According to Orkow (2007), who helped establish an internship for students at University of Colorado at Denver to work in Washington, DC, there are indirect rewards organizations and students reap through internship programs. She argues that internship programs can help an organization promote its own visibility, increase brand awareness, provide an alluring presence on campus, and give organizations an opportunity to test students before hiring them. In addition, when students have multiple opportunities to apply what they learned in the classroom to a real job it influences their attitudes toward civic engagement. True (2007), Director of the Internship Center at Messiah College in Grantham, Pennsylvania, adds that increased visibility of an organization on campus can be one of the employer benefits of an internship program. For example, drawing interns from the undergraduate community can add to student knowledge and buy-in of featured events and activities that take place at the Bookstore throughout the academic year.

Purpose of Thesis/Capstone

In this thesis/capstone I describe a proposal for an events/marketing internship at the Penn Bookstore, highlighting the benefits and the challenges. I consider similar

programs and offer recommendations for best practices. I describe how the internship will be governed, structured, sustained, and how resources will be allocated as a start-up project and over time. I argue that the creation of an events/marketing internship program provides an opportunity to further integrate the Penn Bookstore within the Penn community. I also suggest that such an internship program allows the Bookstore to support the Penn Compact (<http://www.upenn.edu/president/compact.html>) issued by President Amy Gutmann in 2004 to support her vision of leadership, by helping to further knowledge and engaging in the local community.

Chapter 2 presents a literature review. In this section I describe the general nature, operation, value and successes of internship programs across several types of organizations. Chapter 3 presents a summary and evaluation of several internship programs and models that currently operate within the University of Pennsylvania. I comment on the similarities and differences among these, and the degree to which these programs meet the characteristics noted in Chapter 2. In Chapter 4 I present an examination of three different internship models and the programs run by organizations in the Philadelphia area. In Chapter 5 I propose my vision for the Penn Bookstore Internship Model, including its governance, admission and enrollment management, and resource allocation, and in Chapter 6 I present a summary and recommendations.

CHAPTER 2

LITERATURE REVIEW

Student Learning and Working Models

There are multiple terms used to describe a period of time during which an undergraduate student is learning and working in a professional setting. Common terms include apprenticeship, cooperative education, internship, and service learning. In order to develop a definition that best meets the criteria of the program I propose to offer at the Bookstore, I describe each of these terms in greater detail.

Apprenticeship

Collins, Brown, and Newman (1989) define an apprenticeship as “a traditional method of teaching trades through modeling, coaching, and fading.” The website businessdictionary.com defines a business apprenticeship as a “method in which trainees learn a craft or trade by hands-on experience while working with a skilled worker, usually under a written or implied indentureship agreement.” Both definitions have an emphasis on techniques for teaching a skilled trade, which supports the finding that apprenticeship programs are common in engineering and laboratory work. For example, the Research Division of the Department of Radiation Oncology in Penn’s School of Medicine regularly enlists undergraduate students to work in its labs during the academic year and/or the summer months. Students in this setting shadow other lab faculty and staff and are exposed to all the elements of radiation oncology research projects. In this capacity the undergraduate students would be described as apprenticing in laboratory research.

Cooperative Education

The Career and Employment Services Department at Clark College, in Vancouver, Washington (Appendix A), defines cooperative education (co-op) as “a partnership among employers, students, and the college, designed to provide students with on-the-job training, college credit, and in most cases, wages.” Additionally, Making The Difference, a website dedicated to Federal Jobs and Internship opportunities (www.makingthedifference.org), describes a co-op in the following terms: “co-op arrangements [are often] with federal agencies that provide academic credit for an internship, particularly in engineering and the sciences.” Here the word “internship” is used in describing a co-op, emphasizing the difficulty in narrowing to one precise definition.

Drexel University incorporates a co-op learning experience into their academic curriculum requirements and notes on their website that their “co-operative education program, known as Drexel Co-op, is one of the oldest and largest in the nation (Appendix A).” Beginning in their sophomore year, students alternate quarters of classroom study with six-month periods of full-time employment. The mandatory nature of a Drexel Co-op - a minimum of 18 months of full-time work experience required for graduation - lends itself to a concise definition.

The central themes in a co-op program are the provision of college credit, financial compensation and on-the-job training in a field specific to the student’s academic major, career, or industry of choice. In a co-op, the employer and college form a partnership in an effort to ensure the best possible learning experience for the student.

Internship

An internship is defined by businessdictionary.com as a “period of supervised training required for qualifying for a profession. It follows a specified number of academic credits or classroom years.” Cambridge Dictionaries Online (<http://www.dictionary/Cambridge.org>) defines an intern (student) as “someone who is finishing their training for a skilled job especially by obtaining practical experience of the work involved” and an internship as “a period of time spent doing a job as part of becoming qualified to do it.”

The Career and Employment Services Department at Clark College defines an internship as a situation where one works for an employer for a specified length of time to learn about a particular industry or occupation. Assignments are either directly related to one’s major field of study or career interest.

The central characteristics relating to an internship are supervised training in an industry or field of interest, and acquiring the practical experience and skills necessary to work in the student’s industry of choice. Based on these examples, an internship puts emphasis on competencies and qualifications in a given industry or career.

Service Learning

Bringle and Hatcher (1996) define service learning as:

a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.
(p. 2)

Furco (1996) argues that service learning has “been used to characterize a wide array of experiential education endeavors, from volunteer and community service projects to field

studies and internship programs (p. 1).”

Clark College incorporates service learning into their academic curriculum. The college-wide definition provided is:

a method of education under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with school and community.

The central components of service learning, as emphasized by Clark College, include that it is directly linked to the learning objectives in a course, a service project that meets a community need and is organized with a community partner, and that reflection/analysis is the assessment tool used to measure a student’s learning. The objective of service learning is to incorporate organized, professional service programs that benefit the community and provide hands-on learning that links to academic objectives. The primary emphasis is on community-based projects and applying classroom learning objectives in the professional environment.

Interpretation and Definition

Orkow (2007) links experiential learning programs, or internships as they have come to be known, to the academic setting in her explanation that:

an experiential learning program provides the most excitement for students; it is often where they learn differently, where theory is reinforced with real world experience, and where students learn what they might want to do with their lives after they graduate. (p. 1)

In fact, Hite and Bellizzi (1986), in their research on starting and maintaining an internship program, found that “many disciplines currently acknowledge the importance of internship programs by formally establishing them as part of the curriculum (p. 41).”

For the purposes of this thesis and based on Furco (1996), I define an internship

program as one that engages a student in service activities primarily for the purpose of providing hands-on experiences that enhance learning or understanding of issues relevant to a particular area of study. I envision the Penn Bookstore internship to have a primary focus of exposing the student to events planning and marketing in a professional setting. Although there will be interaction with the academic and student community at Penn, the program will be about hands-on learning and will not have an official academic component.

CHAPTER 3

INTERNSHIPS AT THE UNIVERSITY OF PENNSYLVANIA

A search of the University of Pennsylvania website (www.upenn.edu) using the Google search engine generated 6,190 references for “internship.” By restricting the search to only undergraduates, the field narrows to 2,970 and contains opportunities within the Annenberg School of Communications, School of Arts and Sciences, including the Fels Institute of Government, the Center for Bioethics in the School of Medicine, and the Wharton School. Barbara Hewitt, Senior Associate Director of Career Services, (Appendix A) specified in a meeting on January 30, 2009 that the Annenberg School of Communications is the only Penn school that offers students academic credit for completing an internship program. Although internships are common among the undergraduate student body as a whole, Hewitt states that completion of an internship is not a requirement for graduating and is not academically recognized by the University.

A search of the University of Pennsylvania Career Services (www.vpul.upenn.edu/careerservices) webpage generated multiple resources on “internships and summer employment” specifically for undergraduate students. General resources include links to: “finding an internship,” “tips on making the most of your internship,” “on-campus recruiting,” and “Penn internship programs.” Career Services lists thirteen internship programs offered, including Public Service, International Programs, Minority Research, Summer Programs, Media, Humanities, and Environmental Health. These are programs associated with Schools or Centers at the University and allow students to review a position description and apply directly online.

Common Categories

Internship programs can be understood through the lens of program management. Brown (2008) defines program management as “management of a group of projects and/or operations to achieve business targets, goals, or strategies (p. 30).” Most programs exist within a framework of overall business processes, such as human resources, purchasing, sales, marketing or logistics. They range in size and can exist continually or with a predetermined end point.

I selected three program models - academic, non-profit, corporate/for-profit – and reviewed local organizations with established internship programs from each model. The common and unique categories that make up the internship programs within each of the models are summarized below.

Internship/Position Description

The position description is used to recruit potential applicants and includes a summary of the job responsibilities and duties that will be performed by the intern over the course of the program. Also included are the skills and/or past work experience necessary to qualify for the program.

Program Length

The duration of an internship varies. Some programs last for a semester, some for a full academic year and others are for the summer months only. Program length is generally specified in the internship/position description.

Selection/Application Process

Programs have a defined selection process. They commonly require an applicant to submit a resume and cover letter. In addition, many programs require that a candidate

complete a formal program application form. After review of the application materials, all the programs conduct interviews, either over the telephone, in person, or both.

Supervision Structure and Mentorship

Most internship programs incorporate a level of supervision and mentorship.

Businessdictionary.com defines mentoring as:

a training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support and feedback to the individual in his or her charge.

An intern is often assigned to a program supervisor who manages their progress throughout the program. This is accomplished through regular meetings with the intern and, in some programs, a formal midterm and end-of-program evaluation. The supervisor usually serves in a mentoring capacity as well. Indeed, some programs have an emphasis on mentorship and encourage/allow for the intern to interact with multiple employees throughout the duration of the program.

Program Objectives/Goals

Internship programs have objectives and goals for the intern to accomplish, though some are more formally structured than others. Some programs determine objectives and goals in advance, based on the needs of the organization. Others outline specific objectives and goals with the intern after a discussion of the intern's personal interests, learning objectives and/or academic requirements.

Compensation

Internships can be paid or unpaid at the discretion of the employer. The intern/position description commonly states whether or not an internship is paid or unpaid.

Community Outreach

Many programs incorporate a degree of community outreach. This can include project work with a local community organization, and outreach and networking in the community.

Time Commitment

All internships have a required time commitment. This varies between part-time, considered 10 to 15 hours per week, to full-time, considered a minimum of 20 hours per week. Some programs may require overtime and/or weekend work, depending on the nature of the industry and project work the intern is engaged in. Programs that require an intern to put in occasional overtime hours generally reference this in the internship/position description.

Unique Categories

In addition to common categories, there are also unique categories in a few programs. Unique categories are described below.

Course Credit

Some internships, in partnership with a University course or program, will earn the student academic credit upon completion. When this is the case the internship program and/or student must meet additional requirements set by the academic institution or course instructor.

Housing/Room and Board

Depending on where and when they are offered, internship programs may provide housing for participants. Housing might be provided if an intern is working at an off-site location for the duration of the program.

Assigned Campus Recruiter

When an internship concerns a corporate site, organizations often assign a coordinator to work with a group of students from one program throughout the recruitment and application/selection process. Most often the assigned recruiter is a graduate of the program from which they are recruiting students.

Student Perspective

In developing an internship program there is also the consideration of what the intern – the participant/student – is hoping to accomplish and learn by the end of the program. Although this does not fall in to a formal category for program development, my research into how to develop and execute an internship program addressed the importance of taking the intern's perspective in to account. True (2007), in his experience as Director of the Internship Center at Messiah College, provides several examples of common intern concerns, which are outlined below.

Real Work

Program supervisors should take care to assign meaningful projects that the intern can learn from, not busy work. This can be accomplished by setting clear goals and objectives at the start of the program.

Provide Feedback

The intern is a student who wants to learn, and will need regular feedback on the job they are doing. A supervisor should regularly meet with the intern, formally or informally, to answer any questions, provide reassurance and/or give suggestions.

Mentorship and Supervision

Interns should have a point-person they can go to for direction and leadership throughout the program. This goes beyond the role of general supervisor. A mentor can help the intern to make professional contacts, answer any professional/industry questions, and guide the intern on their career path.

Additionally, Hite and Bellizzi (1986) revealed that students may expect a formal training program at the beginning of an internship and direct supervision, particularly during the beginning of the work experience, while they are becoming acclimated. These insights from the perspective of the intern are important and should be taken into consideration while developing the structure of the Penn Bookstore's internship program. Striving to develop a program that meets the needs of both the Bookstore and the participant(s) will likely aid in the success and longevity of an internship program.

CHAPTER 4

THREE INTERNSHIP MODELS

I examined three examples each of academic, non-profit, corporate/for-profit internship programs run by organizations in the Philadelphia area. With each I compared the structure of the internship program against the common and unique categories outlined in Chapter 3.

Academic Internship Model

The operation and study of formal academic internship programs can be traced back at least to the year 1976, when Thomas J. Williams, in The Faculty Advisor's Role in Intern Supervision, outlined the major features of a faculty advisor's role in experience-based learning, encouraging active faculty participation in internship supervision (Hite & Bellizzi, 1986).

At Penn I examined The Women's Center, The Barbara and Edward Netter Center for Community Partnerships (Netter Center), and the Christian Association, all of which have established internship programs.

The Women's Center (www.vpul.upenn.edu/pwc/main2.html), founded in 1973, is an office within the University of Life Division at Penn. Its mission is "to ensure that the University of Pennsylvania is responsive to women's concerns in any activity and at all levels." The Women's Center serves students, faculty, staff and community members through a multitude of programming, resources and policy development.

The Netter Center (www.upenn.edu/ccp/index.php) was founded in 1992. Housed in the Office of Government and Community Affairs, The Netter Center is dedicated to improving the quality of life in its local geographic community, West Philadelphia.

Academically based community service is at the core of the Netter Center's work and is primarily accomplished by linking Penn students to work in the surrounding community.

The Christian Association (www.upennca.org) at Penn was founded by an individual group of students in 1891. In 1901 it was formally incorporated into the Penn community as a nonprofit organization. The Christian Association's mission is to advocate for peace and justice and to educate faith development within the Penn community. This is accomplished, in part, through direct service programs on cultural diversity and interfaith education.

The academic internships offered at each organization are summarized in Table 1.

Table 1. Three Penn Academic Internship Offerings

Common Categories	Penn Christian Association	Penn Women's Center	Barbara and Edward Netter Center for Community Partnerships
Position Description	X	X	X
Program Length (semester, year, summer)	Semester	Year	Summer
Selection/Application			X
Supervision/Mentorship	X	X	X
Objectives/Goals	X	X	X
Paid	X	X	X
Unpaid			
Community Outreach	X	X	X
Full Time – 20hrs			X
Part Time – 10-15hrs	X	X	

Unique Categories	Penn Christian Association	Penn Women's Center	Barbara and Edward Netter Center for Community Partnerships
Course Credit			X
Housing/room&board			X
Campus Recruiter			

All three programs provide a detailed position description and post this on the Penn Career Services website. The Netter Center's program has the distinction of being posted with specially grouped "Penn Internship Program" selections.

Each program had a different duration. The Christian Association's program runs for one academic semester, The Penn Women's Center runs over the course of the full academic year (Fall and Spring semesters), and The Netter Center offers a 12-week summer program.

The Netter Center has a very formal selection/application process. Applicants must complete and submit an application form along with a personal statement, resume and Penn transcript. Up to twenty applicants are selected for a personal interview with the program coordinator; from this group fifteen are offered an internship in the program.

All of the programs provide a level of supervision and mentorship to the interns, but where the supervision comes from and how it is administered varies. Both the Christian Association and The Women's Center have one point person responsible for managing the interns. The manager/program coordinator for these programs is responsible for orienting the intern at the onset of the program, managing progress on assigned projects and serving as a general mentor throughout the program. The Christian Association program coordinator takes the supervision of their program one step further, maintaining a weekly meeting schedule in order to monitor intern progress and conducting a formal evaluation with interns mid-way through and at the end of the term.

The intern's objectives/goals differ based on the mission and work done by each organization. Each organization approaches the creation of objectives/goals in a different way, as well. The Christian Association encourages their interns to come up with their own project that they are then responsible for executing over the course of the semester. The Netter Center, which has a more structured program, allows interns to select a project

from an already approved list of options. Each project has its own set of objectives/goals associated with it.

All three programs provide monetary compensation. The Netter Center pays interns a stipend of \$2500 for the entire program. The stipend amount is specified in the internship/position description and paid out in weekly increments. The Women's Center and Christian Association also pay interns on a weekly basis. Compensation in these programs is based on an hourly wage of \$10.

Each of the programs is structured around community outreach in the Penn and University City communities. Interns are relied on to reach out to and work collaboratively with student and community groups for both marketing and relationship building. This type of outreach is designed to develop a student/community awareness and to maintain ongoing partnerships between Penn Institutes and West Philadelphia organizations.

Both the Christian Association and the Penn Women's Center programs are considered part time and require the intern to work 10 to 15 hours per week. The Netter Center offers a full-time summer internship program where interns are required to work 20 hours per week.

Two unique categories were identified in the Netter Center Internship Program. In conjunction to participating full-time in a community-based project, interns are required to attend a weekly seminar on Academically Based Community Service (ABCS). The seminar, led by Dr. Ira Harkavy, Associate VP and Director of the Netter Center, allows interns to earn one course credit upon completion of the assigned course work. Dr. Harkavy is also the faculty advisor and primary program supervisor for interns.

The Netter Center also provides free housing to its interns for the length of the 12-week program. All fifteen interns are required to live together in a University residence.

Non-profit Internship Model

The American Political Science Association, founded in 1903, prides itself on being among the first to contribute to the development of a discipline-based internship program (Orkow, 2007). As described by Rehling (2000), service learning merges community service with “informed application of classroom principles (p. 77).” This experience partners students with a nonprofit organization and often results in students developing improved civic values and social awareness (Tovey, 2001).

I reviewed established internship programs at three non-profit organizations: Jewish Federation of Greater Philadelphia (Federation), Friends General Conference (Friends), Philadelphia, PA, and Luna Corporation (Luna).

Federation’s (www.jewishphilly.org) mission is to work with the local and global Jewish communities in an effort to provide and enhance Jewish education, human services and economic needs. These goals are met through philanthropy, community services, and project specific programs throughout the Greater Philadelphia region.

Friends (www.fgcquaker.org) was founded in 1900 and is an official Quaker organization in the un-programmed tradition of the Religious Society of Friends. A faith-based organization, its mission is to provide resources and opportunities that both educate and invite members to experience God’s leadings. Friends accomplishes this in a variety of ways, including community outreach, interfaith relations and Quaker Books.

Luna (www.lunabar.com) is a division of Clif Bar and Company. Its official product, the Luna energy bar for women, was created in 1999. Luna, whose company

motto is to “be a business with heart,” is an active sponsor of the Breast Cancer Fund.

The Lunafest program, now in its 8th season, was created for the dual purpose of celebrating women and raising money for the Breast Cancer Fund.

The nonprofit internships offered at each organization are summarized in Table 2.

Table 2. Three Non-profit Internship Offerings

Common Categories	Jewish Federation of Greater Philadelphia	Friends General Conference	Luna Corporation
Position Description	X	X	X
Program Length (semester, year, summer)	Year	Year	Year
Selection/Application	X	X	X
Supervision/Mentorship			X
Objectives/Goals		X	X
Paid		X	X
Unpaid	X		
Community Outreach	X	X	X
Full Time – 20hrs	X	X	
Part Time – 10-15hrs			X

Unique Categories	Jewish Federation of Greater Philadelphia	Friends General Conference	Luna Corporation
Course Credit	X		
Housing/room&board			
Campus recruiter			

All three internship programs have a position description. Luna and Friends advertise from their respective websites, but Federation, which has an alliance with the Penn School of Social Policy and Practice and Gratz College, recruits from within select programs at these two Universities.

All three internship programs are offered over the course of the Fall and Spring semesters.

All programs have a formal selection/application process. Both Luna and Friends advertise on a national scope to recruit interns and receive applications from students

across the country. Luna, the most formally structured process of the three programs examined, requires a resume and completion of an electronic application form. Their selection process consists of two telephone interviews, and one interview in-person or via a videoconference.

Only Luna's internship program incorporates formal supervision and mentorship. Although interns are spread across various college campuses, they communicate weekly with their supervisor via email and telephone. Telephone conferences give interns an opportunity to interact with one another and to seek advice and guidance from the supervisor. By comparison, the program at Friends did not have any sort of formal supervision structure in place. Federation's program relies on the program coordinator for general supervision, but does not allow for regularly scheduled follow-up with the intern.

Both Friends and Luna have formal program objectives/goals that the intern is expected to accomplish over the duration of the program, while Federation is less structured. Federation assigns the intern to multiple small projects over the course of the academic year based on the intern's interests, academic study and/or the needs of the departments within the organization. This method may allow for the intern to have exposure to a variety of professional work settings and to work in multiple areas of the community, but it does not appear to offer the intern a chance to take ownership of any one project and has the potential to lead more readily to "busy-work."

The internship programs offered through Luna and Friends provide monetary compensation in the form of a "stipend." Federation's program is unpaid.

Although all three programs have a focus on community outreach, the ways in which this is accomplished varies. For example, Luna's focus is on spreading the

awareness of the Luna product and its mission to women across college campuses. Student interns work on their respective campuses - ranging from the University of Arizona to Florida State University - and run the LunaFest project and smaller outreach initiatives over the course of the academic year. In comparison, the Friends intern objectives are diversity and outreach to communities outside of the Friends/Quaker community. This is accomplished through book events to help promote Friends-sponsored book publications.

Although all three programs are the length of the academic year, Luna is considered part-time, requiring only 10 hours per week. Federation and Friends are full time and require a minimum of 20 hours per week.

Corporate/For-profit Internship Model

For my examination of corporate internship models I focused on companies that actively recruit and work with students from the Wharton School at the University of Pennsylvania. Although these organizations have a business focus primarily in the industries of finance and consulting, I believe that their partnerships with the Penn community make their respective internship models relevant. I studied the internship programs at Goldman, Sachs Group Inc. (Goldman Sachs), Deutsche Bank, and McKinsey and Company.

Goldman Sachs (www2.goldmansachs.com) was founded in 1869. The firm is headquartered in New York and operates major financial centers in London, Frankfurt, Tokyo, and Hong Kong. Goldman Sachs is a leading global financial services firm that provides investment banking, securities and investment management services to corporations, financial institutions, governments and individual clients.

Deutsche Bank (www.db.com) was founded in Berlin in 1870 to facilitate trade relations between Germany, other European countries, and overseas markets. They are now a global investment bank focused on corporate and investment banking, private clients and asset management. Deutsche prides itself on its culture of “more than money: building social capital” and regards corporate social responsibility as an investment in society, not charity.

James O. McKinsey founded McKinsey and Company in 1926. The company started as a small financial firm, but has since grown into a global partnership, providing professional services to some of the world’s largest companies. McKinsey and Company’s core principles include a top management approach, innovation in management practice, and enduring client relationships built on trust and mutual respect.

The corporate/for-profit internships offered at each organization are summarized in Table 3.

Table 3. Three Corporate/For-profit Internship Offerings

Common Categories	Goldman, Sachs Group, Inc.	Deutsche Bank	McKinsey and Company
Position Description	X	X	X
Program Length (semester, year, summer)	Summer	Summer	summer
Selection/Application	X	X	X
Supervision/Mentorship	X	X	X
Objectives/Goals		X	
Paid	X	X	X
Unpaid			
Community Outreach			
Full Time – 20hrs	X	X	X
Part Time – 10-15hrs			

Unique Categories	Goldman, Sachs Group, Inc.	Deutsche Bank	McKinsey and Company
Course Credit			
Housing/room&board			
Campus recruiter	X	X	X

According to the 2008 Wharton Undergraduate Summer Employment Report, each of these companies had 4 or more Penn students participate in their summer internship programs (Hewitt, 2008). Though internships are not required, i.e. they do not result in academic credits toward completion of a degree, Wharton's branch of Career Services can play an active role in the selection process and guides students toward potential organizations of interest via their website (Appendix A). According to the data found on this site, the majority of undergraduate students in the Wharton School complete a summer internship program between their Junior and Senior year.

All three organizations post internship/position descriptions for their respective internship programs via their company website and through the Penn Career Services website.

Each of the three programs offers a summer-long internship, requiring participants for either an 8 or 10-week period. This allows the participant to become fully engaged with the program and "mocks" a full-time position with the company. The primary goal of these internships, best exemplified by the program title of "Summer Associate" as opposed to "internship," is for participants to become engaged in a real-life professional experience.

All three companies in the corporate model outline a well-structured selection/application process. In general, the process consists of an online application, submission of a resume, and at least two rounds of interviews. There is, however, some variation between the programs in the amount of detail required. For example, Goldman Sachs was the most detailed, requiring applicants to submit test results, a resume and a

cover letter detailing academic history and the value an applicant might bring to the program. McKinsey and Company, in comparison, was the most lax, specifically instructing applicant's to not send a cover letter.

Each of the three programs provides continual supervision and mentorship for interns. At Deutsche Bank, for example, the emphasis is on a training-focused environment. Interns report to a direct supervisor who offers guidance and formally evaluates the intern on their progress at the halfway mark and at the end of the program. In addition to regular interaction with the supervisor, interns in the Deutsche program are encouraged to build relationships and network with company employees and co-interns in the program.

Goldman Sachs and McKinsey and Company also put extra emphasis on mentorship and networking, but in a team environment. Interns are assigned to work with a project team. This affords the intern hands-on experience on all project work and experience with customer/client relationships. Interns in this program structure may have multiple mentors from the company and are also encouraged to network with the clients to whom they are introduced.

All three programs have well structured program goals/objectives. Internship programs in these organizations allow their interns the opportunity to develop content skills through project work and direct interactions with clients in the financial services industry.

All of the corporate model internship programs provide monetary compensation. Intern stipends are quite large and part of the culture within the financial services industry. Evidence of this is found within the Wharton Undergraduate Summer

Employment Reports (Hewitt, 2008), where prospective interns looking for placement can easily review average monthly salaries by industry and job type.

None of the corporate programs has a community outreach component. Interns in these programs focus on careers primarily in the areas of consulting, finance and investment analysis, but only within the organization where the internship is being run.

All of the corporate model internship programs are fulltime. Interns are required to work a minimum of 20 hours per week during the course of the program.

A unique category in the corporate programs is the addition of a campus recruiter. Due to the regular recruitment of Wharton students, all three companies designate a recruiter, usually a Wharton graduate, to identify potential program participants, answer questions about their respective internship programs, and guide students through the application/selection process. These recruiters serve as a liaison between the company and the prospective intern. They often travel to Penn for on-campus recruiting events, field student questions, and act as a mentor as students are applying for an internship with their company of choice.

Also unique to the corporate programs was the degree to which the internship experience is about gaining professional experience and making connections for future job placement in the financial services industry. Often times, completing an internship program will lead to future job placement with that company. According to a Career Services Survey of “Full-time Employment Companies for Wharton Graduates” (Appendix A), statistics on recent Penn Graduate Hires (totals for years 2004-2008) for each of the companies examined are as follows: Goldman Sachs and Company, 37; Deutsche Bank, 15; McKinsey and Company, 13.

CHAPTER 5

MODEL AND OPERATION

Penn Bookstore Internship Model

The Penn Bookstore Internship Program will be targeted to Penn undergraduate students with an interest in communications, marketing and/or project management. It is anticipated that students from the College of Arts, College of Liberal and Professional Studies, and the Wharton School will have an interest in the Events/Marketing Internship at the Penn Bookstore.

Management of the Penn Bookstore was taken over by Barnes and Noble College Booksellers, Inc. in 1996. Since then, the Bookstore has strived to more fully integrate itself in to the Penn community. Testimony of this goal can easily be found in the Bookstore's motto: "Your School, Your Bookstore." The Bookstore is one of the central hubs of the Penn campus and supplier of text and trade books, Penn apparel, school supplies, and dorm/apartment accessories. The Bookstore is also host to multiple events throughout the year, including book discussions featuring Penn faculty and staff as well as promotional events in conjunction with athletics, new student orientation, and parents and alumni weekends.

The Penn Bookstore internship model is summarized in Table 4.

Table 4. Penn Bookstore Internship Offerings

Categories	Description
Position Description	Summary of job duties, qualifications, and instructions on how to apply.
Program Length	Total duration of the Bookstore's internship program. The program length is listed in the position description.
Selection/Application	All applicants are asked to submit a resume and personal statement for consideration of acceptance into the internship program. The selection process

Process	consists of telephone and in-person interviews.
Supervision/mentorship	The Events/Marketing Manager is the primary supervisor for this program. This position assumes direct responsibility for the intern's performance, which will be tracked through regular meetings and progress reports. The Events/Marketing Manager also serves as a mentor to interns throughout the program.
Program objectives/goals	Program objectives are devised with the intention of building skills in the areas of project management, marketing and event planning. Interns assist the events/marketing manager on a selection of events. Interns must also develop and execute an independent project.
Compensation	Interns receive compensation equal to wage rates for part time staff at the Bookstore. Interns are not eligible for overtime compensation.
Community Outreach	Interns are expected and encouraged to help maintain the Bookstore's connection to the Penn community. Outreach methods include both electronic and person-to-person connections.
Time Commitment	Interns must commit to at least 10 hours of work per week. The work schedule is approved and monitored by the Events/Marketing Manager.

The position description (Appendix B) summarizes the job duties, necessary qualifications and information on how to apply.

The program will be one semester in length. Applicants will apply and be accepted to intern during either the Fall or Spring semester. This will allow the Bookstore to have two interns per academic year.

Interested students will be required to submit a resume and personal statement describing their relevant work experience, what skills they will bring to the internship and what they hope to get out of the program. The Events/Marketing Manager will review the application materials submitted in order to gain insight in to the prospective student's area of study, experience and/or skills relevant to events and marketing, internship objectives, and professional goals. A telephone interview will be conducted with all applicants and the field will be narrowed to three final candidates after formally evaluating the credentials. A face-to-face interview will be conducted with the top three candidates before making a final selection.

The Events/Marketing Manager will be responsible for direct supervision of interns. Supervision will include: (1) Weekly management of intern's time and project work, (2) Progress reports and mid-term program review, and (3) Final Assessments of intern and program.

Weekly Management

Weekly management and general supervision will take place through regularly scheduled meetings with each intern. The weekly meetings will be a time to discuss project timelines and goals and learning objectives.

Progress Reports/Review

The Events/Marketing Manager will maintain written progress reports on each intern throughout the semester, chronicling established goals/objectives, project work and skills development. Reports will be submitted to the Director of the Bookstore on a monthly basis. Halfway through the semester the Events/Marketing Manager will conduct a formal review with the intern. The mid-term review (Appendix C) will provide a summary of pre-determined goals and learning objectives accomplished to date, plus feedback on any potential areas of improvement. The results of the mid-term review, along with any updated goals/learning objectives, will also be submitted to the Director of the Bookstore.

Final Assessment

At the end of each semester the Events/Marketing Manager will complete a formal assessment (Appendix D) of each intern's performance throughout the program. At this time the intern will also be asked to complete a final assessment of the program (Appendix E) from their perspective. The results of the intern's program assessment will

be used as a guide for program adjustments from one semester to the next. The Events/Marketing Manager will review the results of both assessments with the intern and will submit a copy to the Director of the Bookstore.

An internship at the Penn Bookstore is designed to provide hands-on learning for students interested in developing skills necessary for a career in event planning, project management, and/or marketing. The intern will fully interact with all aspects of the events and marketing role at the Penn Bookstore, allowing them the opportunity to contribute to planning and executing author events, marketing and advertising. There will be two primary objectives for the intern to focus on during the course of the program.

Interns will be responsible for running two author events per month. With guidance from the Events/Marketing Manager, the intern will be expected to participate in all aspects of these assigned author events, allowing for experience with project management, marketing and publicity/promotion. The intern will review the monthly events schedule with the Events/Marketing Manager and select two programs each month for which they would like to assume responsibility.

In addition, the intern will be asked to create an independent project. Each semester the events/marketing intern will be responsible for developing and executing an event of their own choosing. The project outline must be submitted and approved by the Events/Marketing Manager no later than mid-semester and will be completed by semester's end. The intern may choose to partner with another group for this project, creating a co-sponsored event, or can choose to develop a solo Penn Bookstore event. This final project will provide an opportunity to execute the skills developed over the course of the program.

The Penn Bookstore will provide monetary compensation to interns in the form of a weekly paycheck. Interns will receive compensation equal to wage rates for part-time staff at the Bookstore and will not be eligible for overtime compensation. Offering compensation to interns will likely attract a larger percentage of applicants with strong qualifications.

The intern will be responsible for maintaining the Bookstore's electronic visibility through a Facebook group page, Penn Calendars and other promotional websites. Interns will also be charged with helping to identify groups from the Penn community and beyond for targeted event promotion and partnership opportunities. Outreach responsibilities will aid in developing networking skills and will give the intern an opportunity to cultivate professional contacts.

The Internship Program at the Bookstore will be part-time. Interns will be expected to work 10 to 15 hours per week. Occasional weekend and evening work will be required based upon the events scheduled each semester. The interns work schedule will be approved and monitored by the Events/Marketing Manager.

CHAPTER 6

CONCLUSIONS

This thesis/capstone paper examined student-learning experiences, including apprenticeships, co-ops, internships and service learning. After reviewing the definitions and relevant examples of each, it was determined that the proposed internship program at the Penn Bookstore should be one that engages a student in service activities primarily for the purpose of providing hands-on experiences that enhance learning or understanding of issues relevant to a particular area of study.

I reviewed three internship models - academic, non-profit and corporate/for-profit - and a selection of established internship programs from each model. Several common and unique categories emerged within each model. The categories that make up the subsequent internship programs within each model were reviewed and summarized in Tables 1 - 3. My recommendation for the internship program model to be run by the Penn Bookstore is based on a selection of categories that appear in the established program models I reviewed. The recommended categories are outlined and summarized in Table 4.

Because the Penn Bookstore runs and operates as a member of the Penn community, the organization of the internship programs in the academic model are of particular interest. All three of the organizations under this model use their internship programs to help solidify their presence both on Penn's campus and in the surrounding community. Through programming, outreach, and partnership initiatives with other local businesses, these academic organizations meet their missions and those of the Penn Compact.

I conclude that there are three identifiable stakeholders in the Events/Marketing Internship Program: the Bookstore, the student and Penn.

The Bookstore will benefit from the addition of an internship program through increased visibility in the undergraduate community. An intern who is focused on the role of events and marketing will have a unique advantage when it comes to promotion and outreach. Interns will be able to connect directly with their peers and will have insight into marketing techniques that “work” for this target audience. While the Bookstore hosts many great promotional events and book discussions featuring Penn faculty and alumni, word does not always travel well to undergraduate students on campus. Creative new marketing ideas and input from interns will be especially beneficial in reaching out to this group.

Over the course of the semester the events/marketing intern will get an insiders view of events and marketing in an academic community setting. Students participating in this program will have a unique opportunity to gain skills in project management, event planning and marketing. Interns will also begin building their professional network, participating in all networking and planning meetings with representatives from Penn schools, centers, institute’s and outside organizations in the local community.

One of President Gutmann’s visions for Penn is to advance “From Excellence to Eminence” in the areas of teaching, research and service. An internship program run by the Bookstore, where students from the undergraduate community will have an opportunity to learn new skills that they can integrate back in to the community, ties directly to the principles at the core of this vision. The Bookstore is much more than a store; it is a gathering place for the community-at-large. And the addition of an internship

program will enhance not only the Bookstore's place in the community, but its contribution to teaching and service at Penn.

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<http://www.virginia.edu/career/intern/startinganinternship.PDF>

APPENDIX A

RESOURCES

Clark College
Career and Employment Services
1933 Fort Vancouver Way
Vancouver, WA 98663
http://www.clark.edu/student_services/employment/

Drexel University Undergraduate Programs
Undergraduate Admissions
3141 Chestnut Street
Philadelphia, PA 19104
http://www.drexel.edu/em/undergrad/pdf/about/5946_About_Drexel_Coop.pdf

Hewitt, Barbara, Ed.D
Senior Associate Director
Career Services
The University of Pennsylvania
Suite 20, McNeil Building
3718 Locust Walk
Philadelphia, PA 19104
(T) 215-898-7533
www.vpul.upenn.edu/careerservices

Wharton Undergraduate Class of 2008 Summer Employment Report (2008). Prepared by Barbara Hewitt, Senior Associate Director, Career Services, University of Pennsylvania. January 2008. 1-14.
<http://www.vpul.upenn.edu/careerservices/wharton/surveys/Wharton2008SummerReport.pdf>

Wharton Undergraduate Students and Alumni Full-Time Employment Companies of Wharton Graduates (2004-08). Information for the graduating classes 2004-2008. Full-Time Companies, D-I. Full-Time Companies, J-P.
<http://www.vpul.upenn.edu/careerservices/wharton/FullTimeCompanies.html>

APPENDIX B

SAMPLE POSITION DESCRIPTION

Position Title: Events/Marketing Intern, Penn Bookstore

Start Date: September 2009

End Date: December 2009

Schedule: 10 hours per week minimum for the length of the 2009 Fall Semester
Some evening/weekend hours will be required with advance notice.

Compensation: Interns will receive compensation in the amount of \$10 per hour (flat rate). Payment will be in the form of a bi-weekly check and subject to city and state tax withholdings.

Description: Assist the Events/Marketing Manager in the coordination and execution of author book discussions/signings and other special events held at the Penn Bookstore. Responsibilities will include marketing and outreach to academic and social student groups on Penn's campus. Help develop marketing tools for event promotion and networking. Some interaction with campus administrators and authors will be required. On occasion, evening and/or weekend hours will be required for event assistance.

Qualifications: Related undergraduate majors include Marketing and Communications, but applicants with relevant experience and interests in events and project management are also encouraged to apply. Must be willing and able to work some evenings/weekends as needed. Good presentation and writing skills preferred. Out-going personality a plus.

To Apply: Submit a letter of interest, resume and a minimum of one academic reference to the attention of Risa Levitt, Events/Marketing Manager, Penn Bookstore, 3601 Walnut Street, by May 12, 2009. Letters of interest should include 1) relevant past work experience and/or qualifications for the position 2) why you are interested in this internship and 3) what you expect to bring to the position.
Applicants will be contacted for a phone interview no later than August 1, 2009.

APPENDIX C

SAMPLE MID-TERM EVALUATION

Mid-term Assessment

Intern Name: _____ Major: _____

Date: _____ Phone: _____

List established project goals for semester

List established learning objectives for semester

Intern Performance to Date:

 Very Good Good Average Below Average

List areas, if any, where intern may improve performance

Suggestions for improvement

Additional Comments: _____

Intern Signature: _____

Supervisor Signature: _____

APPENDIX D

SAMPLE FINAL EVALUATION - SUPERVISOR

Final Assessment of Intern Performance

Provided is a candid evaluation of this student's performance or skill level in each of the following areas. Evaluation is based on the student's participation during the full term of the academic semester. This evaluation is not confidential and will be shared with the student. The student may also wish to use this evaluation form as a reference for future employment.

Name of Intern: _____

Date: _____ Semester: _____

Name of Program Supervisor: _____

A. Skill Assessment

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas. 1=Lacks this skill; 2=Limited/minimal skill level; 3= Adequate/average skill level; 4=Above average skill level; 5=Exceptional skill level; N/A =Not Applicable

1. Communication Skills

- ___ a. Demonstrates oral communication skills required for the job
- ___ b. Writes clearly and concisely
- ___ c. Is willing to speak up, communicate information, and ask questions
- ___ d. Listens to feedback and works to improve

2. Problem-Solving/Decision-Making Skills

- ___ a. Analyzes situations and takes appropriate action
- ___ b. Offers creative solutions to problems
- ___ c. Collects and analyzes information relevant to completing a task and establishes a course of action within the given time frame
- ___ d. Resolves problems in an appropriate time frame

3. Teamwork

- ___ a. Shares information and resources with others
- ___ b. Assists and cooperates with co-workers
- ___ c. Demonstrates willingness to put forth extra time and effort
- ___ d. Assumes appropriate leadership role(s) when appropriate

4. Self-Management

- ___ a. Produces high-quality, accurate work
- ___ b. Seeks new strategies when current approach is not effective
- ___ c. Displays good judgment and establishes priorities
- ___ d. Uses time efficiently
- ___ e. Demonstrates ethical behavior
- ___ f. Arrives on time and maintains agreed hours

5. Initiative

- ___ a. Seeks opportunities to learn
- ___ b. Takes initiative to get a job done, even if not specifically told to do so
- ___ c. Acts decisively on critical issues
- ___ d. Overcomes obstacles and problems
- ___ e. Sets and communicates goals; follows-up with results

6. Technical Skills

- ___ a. Possesses the technical skills required for this position
- ___ b. Is willing to learn new skills and enhance existing technical skills
- ___ c. Uses appropriate technology for tasks
- ___ d. Uses technology to perform effectively

B. Comments

1. In the space below please discuss whether this student successfully completed the learning objectives you discussed and whether your expectations were met or exceeded.

2. What would you recommend for this student to do following his/her internship to make him/her better prepared for the workplace (i.e., courses, activities, skills acquisition, programs)? Please be as specific as possible.

4. In terms of preparation for the internship, the student's prior academic coursework was:
 very useful of some use not very useful

5. Please indicate areas or topics to be discussed that would make the student more academically prepared for this internship experience.

6. Please assess the job responsibilities you assigned to your intern:
 difficult to achieve challenging, but attainable not challenging

C. Overall Evaluation

1. Given your expectations for this internship, this student's overall performance (in comparison with all other students performing similar duties) was in:

top 5% top 25% top 50% lower 50% of all students

2. How would you assess the overall value this intern provided for your operation?

very valuable somewhat valuable very limited value/no value

3. How would you assess the intern's overall performance?

outstanding above average satisfactory below average unsatisfactory

APPENDIX E

SAMPLE FINAL EVALUATION - STUDENT

Final Internship Assessment by Student

Please complete this evaluation upon completion of your internship program. This form is designed to help you reflect upon your internship experiences, and also to provide feedback to your employer. Feel free to use the back of this sheet or additional pages for any additional comments. The employer may use the comments provided as a testimonial for the company and its future internship programs.

Name of Intern: _____

Date: _____ Semester: _____

Name of Program Supervisor: _____

A. Assess Your Skills

To what degree did your skills improve as a result of this internship experience?

- ___ a. Written Communication
- ___ b. Oral Communication
- ___ c. Problem Solving
- ___ d. Decision Making
- ___ e. Interpersonal/Teamwork
- ___ f. Self-Management
- ___ g. Project Management
- ___ h. Initiative
- ___ i. Leadership
- ___ j. Internet/E-mail
- ___ k. General Knowledge of Business
- ___ l. Specific Job/Industry Knowledge
- ___ m. Other Office Skills (filing, photocopying, etc.)
- ___ n. Other: _____

B. Evaluate Your Performance

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas.
1=Lacks this skill; 2=Limited/minimal skill level; 3= Adequate/average skill level; 4=Above average skill level; 5=Exceptional skill level; N/A =Not Applicable

1. Communication Skills

- ___ a. Demonstrate oral communication skills required for the job
- ___ b. Write clearly and concisely
- ___ c. Willing to speak up, communicate information, and ask questions
- ___ d. Listen to feedback and work to improve

2. Problem-Solving/Decision-Making Skills

- ___ a. Analyze situations and take appropriate action
- ___ b. Offer creative solutions to problems
- ___ c. Collect and analyze information relevant to completing a task and establish a course of action within the given timeframe
- ___ d. Resolve problems in an appropriate timeframe

3. Teamwork

- a. Share information and resources with others
- b. Assist and cooperate with co-workers
- c. Demonstrate willingness to put forth extra time and effort
- d. Assume appropriate leadership role(s)

4. Self-Management

- a. Produce high-quality, accurate work
- b. Seek new strategies when current approach is not effective
- c. Display good judgment and establish priorities
- d. Use time efficiently
- e. Demonstrate ethical behavior
- f. Arrive on time and maintain agreed hours

5. Initiative

- a. Seek opportunities to learn
- b. Take initiative to get a job done, even if not specifically told to do so
- c. Act decisively on critical issues
- d. Overcome obstacles and problems
- e. Set and communicate goals; follow-up with results.

6. Technical Skills

- a. Possess the technical skills required for this position
- b. Willing to learn new skills and enhance existing technical skills
- c. Use appropriate technology for tasks
- d. Use technology to perform effectively

B. Comments

1. In terms of preparation for your learning experience, your prior academic coursework was:
 very useful of some use not very useful
2. In terms of preparation for your learning experience, your prior work experience was:
 very useful of some use not very useful
3. The job orientation provided to you by your employer was:
 very thorough sufficient inadequate
4. How did your learning objectives contribute to the educational benefits of your overall learning experience?
 large contribution some contribution little or no contribution
5. Please assess the job responsibilities your employer assigned to you:
 difficult to achieve challenging, but attainable not challenging
6. How would you assess the overall educational value of your internship experience?
 very valuable generally worthwhile of some value very limited value/no value
7. How would you assess your overall performance?
 outstanding above average satisfactory below average unsatisfactory

What suggestions do you have to improve the quality of this internship (please include any specific recommendations you have that might be useful to your program supervisor.)

What has been the effect of this internship on your career goals?