Best Practices in Internships

UA Student Affairs
Could you be an Internship site?

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*100% Engagement
* Internship/practicum
* Research/creative
* Global Engagement
* Civic Engagement
* Project help
* Quick learners, high performers, tech savvy contributors

*Internship Benefits

UA Student Snapshot

* 40,000+ students, diverse, highly engaged... leadership, campus activities, research
* Highly rated by employers... Quality, teamwork, problem solving/analytical, communications skills
* Today's students want
  * Entrepreneurial, creative, innovative
  * Challenging Assignments
  * Medium size Companies (100-500) 57%
  * Ethical and supportive leaders

What We Do = Career Success

* Explore
* Experience
* Achieve

Internship Data- Good To Know

* Recent survey data reveals more than 60% of paid interns received job offers upon graduation (NACE)
* 2000 internship postings on UA Wildcat Joblink each year
  * http://www.career.arizona.edu/post-job
* Enhanced Wildcat Joblink Experiential Ed Module
* Student Affairs Employs 1/3 of student workers

Characteristics of a Best Practice Internship

* Intentional “learning agenda” structured into the experience:
  * Authentic “real-world” problems and tasks
  * Promotes academic, career and professional development
  * A balance is achieved between the intern’s learning goals and organizations needs

* Paid - highly encouraged
  * Assigned intern supervisor/mentor
  * Academic semester or summer
  * Minimum of 10 hrs./week
  * Interaction with senior leaders
  * Conversion goals for hiring after graduation or designed to enhance

* Characteristics Continued
Internship is NOT

• Free administrative labor
• An inexpensive solution to a full time position
• A gopher, administrative assistant, data entry clerk, unskilled labor (20% or less)
• An immediate solution to short term work overloads

Getting Started - Intention and Planning

Define your needs and culture fit for interns
* Assess your Organization alignment
* Compensation plan/budget
* Identify physical space
* Create an enticing internship description
* Recruitment and campus activity plan

* National Society of Experiential Education (NSEE)
Principles of Good Practice

1. Intention
2. Preparedness and Planning
3. Authenticity
4. Orientation and Training
5. Monitoring and Continuous Improvement
6. Assessment and Evaluation
7. Reflection
8. Acknowledgement

Think About

* Creating a Transformative Experience
* How will this engage the student in problem solving/inquiry?
* How will this experience improve communication skills in the context of your work environment?
* How will this experience allow for collaboration?
* What professional behaviors do you expect the student to develop?
* How will this experience lead to an increase in the student’s career understanding or related skills?
* What product or enhanced service will result from the interns work?
* How will the student demonstrate his/her ability to analyze personal strengths and weaknesses and engage in professional development?

Find Your Intern

* Create a timeline based on the academic calendar
* Know your target profile/students
* Market your internship
* Engage in campus recruitment resources
* Utilize campus ambassadors
* Plan candidate selection process

* Preparation - assign interested mentors - provide recognition incentives for them
* Orientation/ onboarding - dates and activities
* Goal Setting - Learning objectives and outcomes
* Reflection, Feedback and performance evaluation
* goals for Competencies

Welcome the Intern
*Leadership buy-in and engagement
*Authentic assignments
*Mentorship - weekly meetings
*Culture of Inclusion
*Mid point and final evaluation

*Program Leadership

*Work Environment
*Mission
*Interpersonal and Culture
*Collaboration
*Mentoring relationship
*Projects/problems tasks and accomplishments
*Career & Academic preparation
*Leader for a Day
*Surprises/Challenges

*Reflection!!

University Learning Outcomes
*Knowledge of Human Cultures, Physical and Natural World
*Intellectual and practical skills practiced cross curriculum
*Active involvement with diverse communities & real-world challenges
*Context of progressively more challenging problems, projects, standards for performance
*Responsive to new settings and complex problems
*Focused by engagement - enduring, contemporary big questions
*Personal and social Responsibility

Employers Preferred Learning Outcomes
*Knowledge of Human Cultures, Physical and Natural World
*Science and Technology
*Global Issues: the role of the US in the World
*Cultural Values and traditions (U.S. global)
*Intellectual and practical skills
*Teamwork skills in diverse groups
*Critical thinking, analytic reasoning, information literacy
*Written and oral communication
*Creativity and innovation
*Complex problem solving
*Quantitative Reasoning

*Where University Meets Employer

Concluding the Internship

• Overall Program assessment
• Presentation of work/projects to leaders
• Acknowledgement
• Celebration
• Conversion or Continuation

*The UA Connection

*General Policies
*Academic Credit for Internships
*The Arizona Experience - 100% engagement
*Resources and Contact information
*http://www.nsee.org/resources
*http://www.naceweb.org/internships/

*Ready, Set, Go!

*Action Items?
*Next Steps?
*Questions?
Eight Principles of Good Practice for All Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship defined by pedagogy and by the fundamentals of learning, there is a mutual responsibility. All parties are encouraged to ensure that the experience, whether the learning activity is a group project, an internship, a field experience, etc., is an authentic experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. **Intention**: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demanded, acquired or acted on. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and aims that define the experience.

2. **Preparation and Planning**: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

3. **Authenticity**: The experience must be real or resemble real life in a way that is substantial, or to the experience environment.

4. **Reflection**: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized, the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

5. **Orientation and Training**: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner’s appreciation of the context and skill requirements of her/his work.

6. **Monitoring and Continuous Improvement**: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides both the foundations and knowledge base for observations, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. **Assessment and Evaluation**: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole, and information that underlies this data. Assessment and evaluation should be included in the recognition of progress and accomplishment.