California State University
Fullerton

Finance Internship
Course Packet
2012 - 2013

Dr. Robert Kovacev
FIN 495

Based on Course Packet developed by Professor Joanne Hoven Stohs for Psych 495
Notes on The Finance Internship

H. Frederick Sweitzer and Mary A. King (2009).
*The Successful Internship: Personal, Professional, and Civic Development*

*What Color is Your Parachute: A Practical Manual for Job Changers and Career Changers*
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FORMS TO USE DURING YOUR INTERNSHIP

• **Internship Placement Journal** (please make enough copies for each week of entries),

• **Grading Rubric for your Journal** – guidelines for completing your journal entries in a detailed manner,

• **Evaluation Form** (please give two copies to your supervisor for the mid-term and final evaluation),

• **Guidelines** for your final paper in FIN 495.
Finance Internship Placement Journal - Recording Form for FIN 495
Instructor Copy

Semester: ________________  Year: ____________

Your name: ________________  Instructor’s name: ____________

Number of hours spent on site _________ during the period ______________________

Site Name

Signature of Site Supervisor

Please print supervisor’s name

Describe the activities you performed this period at your internship site:

Describe any training or contact you had with your site supervisor during this period:

Summarize the reading you did from our text and your reactions to it:

Please describe the Finance tasks and principles used at your site:
Finance Internship Placement Journal - Recording Form for FIN 495
Student Intern Copy

Semester: __________________________  Year: ____________

Your name: __________________________  Instructor’s name: ____________

Number of hours spent on site ________ during the period _____________________

Site Name
________________________________________

Signature of Site Supervisor________________________

Please print supervisor’s name________________________

Describe the activities you performed this period at your internship site:

Describe any training or contact you had with your site supervisor during this period:

Summarize the reading you did from our text and your reactions to it:

Please describe the finance tasks and principles used at your site:
Grading Rubric for 495 Journals

Grade of A: Specific information provided about each of the four domains: activities, training or contact with supervisor, relevant reading (including course textbook), and reflections about finance theory & practice.

Example: Activity - “I developed draft financial plans for the clients of the firm and…”. Training – “Met with my supervisor and spoke about techniques to improve the financial planning process and thinking. I learned a new skill called…”.
Readings – Read about retirement investment theory and also read Ch. XX in our 495 textbook (I think I’m getting there because…). Thoughts about theory – “I am not sure that any of the clients I develop draft financial plans are sophisticated investors and wonder if I’m expecting too much. Perhaps I should concentrate on concrete skills”.

Grade of B: General statements are provided about each domain but not many specific details are offered.

Grade of C: Sketchy and limited information is offered in most of the domains. One domain has missing information.

Grade of D: Missing information is found in more than one domain and brief, but vague statements are made in the other domains of the journal. Comments are very general.
California State University, Fullerton; Finance Department,
Evaluation of Student Intern

Name of Student: 
Semester/Year: 
Internship Site: 
Supervisor (Print name): 

To the Site Supervisor: Thank you for taking the time to complete the evaluation below (we ask for one evaluation at the midpoint and another at the end of the internship). Please share your evaluations with your internship student. The evaluations will count for 10% of the overall course grade so it is essential that we receive them before the end of the term. Please FAX the evaluation to: Dr. Robert Kovacev at NNN-NNN-NNNN or mail it to me at:

Finance Department
California State University Fullerton
P. O. Box 6846
Fullerton, CA  92834-6846

Please assess how well your student intern performed on the variables below by circling the number that best characterizes their work over the past several weeks:

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Please make comments about the student’s performance as an intern on the reverse side of this sheet. THANK YOU!!

Signature of Supervisor

PHONE:
### California State University, Fullerton: Finance Department,
**Evaluation of Student Intern**

Name of Student:  
Semester/Year:  
Internship Site:  
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**Signature of Supervisor**  
**PHONE:**
Guidelines for the 495 Final Paper

The paper should be:

• Approximately 10 pages in length
• Describe your site, its mission and the clientele or business areas it serves
• The theory section of your paper should identify finance disciplines that are used (e.g., personal finance, corporate finance, working capital management, risk and insurance, …)
• Define the finance theories, concepts, and principles used at your site
• Use examples from your site experience to demonstrate theoretical applications
• Evaluate the strengths and weaknesses of your site’s theoretical orientation.
• Use the stage theory embraced by our text to discuss your own growth.
• Address your personal and professional goals for this internship. To what extent were these goals met? What skills did you learn?
• What did you like most and least about the experience? If you could do it again, what would you do differently?

THANKS!

Your paper is due at the final class meeting.
Chapter 1

Introduction and Overview
Chapter 1: – Introduction and Overview –

This internship could be most exciting experience of your undergraduate education. The excitement and satisfaction you will encounter may also be accompanied by discouragement and difficulties. The experience will enable you to improve the skills learned in courses and acquire new ones. It is also a chance to develop a full understanding of the relationship between theory and practice, to see where the theories may fall short, and may entail a search for a new model.

The internship affords an opportunity to understand the world of work—one in which most of your internship cohort may have little professional experience -- and the chance to learn about yourself in terms of clarifying your career and educational goals.

You will bring all your academic skills to the internship – ability to memorize, analyze, synthesize and evaluate -- but it’s also a human experience with a range of feelings attached and an emotional experience that is as important as the intellectual component.

You’ll need the FIN 495 class meetings to process and organize (structure) through writing and discussion what you are learning and how you are growing. This course will help you think about the internship in a variety of ways and will help you anticipate the challenges that await.
Relationships are the medium of the internship (the context for your growth and learning). Your fellow students and the professor will assist you in thinking about the relationships you encounter, discuss how to interpret and capitalize on them and we will address any problems that arise. At times, you may question yourself, your placement and even your career choice, and we encourage you not to run from such crises but to meet them head-on. You should be open-minded so that you can learn the most from the experience. The textbooks, the FIN 495 class meetings, your supportive peers, and your attention will add to your learning.

Concepts of Internship – Experiential Education – dates back to guilds of Middle Ages. Even John Dewey said, “An ounce of experience is better than a ton of theory”. But that experience must be ACTIVELY organized and processed. As the teacher of the course I will take an interest in your work, coach you, and guide you through the experience. The knowledge and skill of an internship is one that promotes self-understanding, discipline and self-confidence.

The FIN 495 Seminar – This course is the medium to help with the integration of intellectual and affective learning. It creates new understanding and leads to creative responses and should strengthen the effectiveness of your interpersonal relationships. Each person in the seminar has something to contribute (shared ideas, information and discussion of shared experiences and mutual problems). The class is a forum for problem-centered learning.
Effective seminars allow for reflective dialogue, support, development of relationships, and new learning experiences. You can learn how other employers operate and how they approach common challenges and problems.

*Journal* – The journal is for you to record events, thoughts, and feelings from each significant time period (each week or day spent at your site). Journals help you see yourself growing and changing and give you time to reflect on what you are doing. The journal will help you maintain a dialogue with your instructor. Record what you did, what you saw, new ideas and concepts you learned, and how you might use them. You should include your personal thoughts and feelings about what’s happening to you.

We can divide what you learn into four categories: *knowledge* (what you know about – the theory), *skills* (what you know how to do), *personal growth* (what you learned of yourself and your values, attitudes, reactions), and *career development* (learning about the business organizations and how finance relates to them). Write down reactions to your readings as well. Give at least 30 minutes each time you write in your journal so you have a chance to think through the significance and meaning of your entry. Use the form developed by the Finance Dept. for your journal.

*Questions to think about* – What was the best thing that happened today and how did you feel? What things did you like the most and the least about today and your site?
Did you receive any compliments or criticisms from folks at site? What were (or are) your reactions? How have you changed or grown since you started your internship? How do you feel about this site (Proud? Bored? Why?) What are the pros and cons of this occupation? If you were in charge of the internship program what changes would you make? Have you learned any new skills during the internship? How might the new skills hurt or help you? How do the people you work with treat you? Is the experience rewarding for you?

*Three Column Exercise:* Actions, Thoughts, Feelings (three columns on a sheet of paper). Select events that stand out in your mind. First record behaviors then review the list and try to recall what you thought and finally consider your feelings.

After writing about the event in each of the columns, analyze how you believe the interaction went and why it continues to trouble you. Are the feelings about it unresolved or do you feel it needs to be revisited? In what way would you like to change the event or to learn from it so that future encounters will improve?

*Support* – The class offers a chance for connections with peers and opportunities for advice and for hearing about what others experience. With advice, let others ask for it before you offer any. Sometimes, students will need help from counselors and your instructor should recognize when that’s necessary. *Support others by listening quietly, attentively and empathically.*
Johnson (1999) describes various categories of responding that might occur in a group. He mentions the following types: 1) Advising and Evaluating (give advice if it is asked for but recognize that it does not help to empower your peers), 2) Analyzing and Interpreting (relate an event to a theory), 3) Questioning and Probing (can be used to clarify or to take the discussion in another direction), 4) Reassuring and Supporting (use support to calm another person but avoid sending the message that the feeling is not allowed, sometimes we should experience our feelings. “Me, too” might be the best response), and finally, 5) Paraphrasing and Understanding (let another explain and fully elaborate their experiences by restating them for better understanding).

What’s usually best? Listening in an attentive and empathic manner. After really hearing the other person ask what they need at the moment. It might entail advice, analysis, problem solving and reassurance or just needing feedback.

*Feedback* is specific and concrete as opposed to being vague. Refer to specific aspects of the situation and describe it in detail. If you tell another how you feel about their situation you should also use “I” language to avoid sounding judgmental. Check with the receiver to determine whether the feedback was understood correctly.

In building a community of support, you are not engaging in therapy. We want to be able to trust and to feel honest,
open, and safe but such achievements take place over time and in stages. The ideal is for the group to share ideas, joys and fears. Take some time to evaluate how the group is developing. Discuss how various types of responses are working and use feedback effectively. Celebrate the success of your group over time.
**Group Exercise** (with 4-5 members): Make up an experience that might occur at the site and ask different members of the group to respond by using the following techniques:

1) advising and evaluating,
2) analyzing and interpreting,
3) questioning and probing, or
4) reassuring and supporting...

Ask the storyteller to describe how they felt about each type of advice. Which response modes were easier to do and which ones need to be developed?
CHAPTER 1
CLASS EXERCISE FOR PSYCH 495 – CHALLENGES

Review interactions in the last week that were noteworthy in some way. Record what happened as well as how you thought and felt about them by completing the exercise below. Start on the left and work toward the right. Afterwards, evaluate how well you think the interaction went.

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<tr>
<th>EVENT</th>
<th>THOUGHTS</th>
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CHAPTER 2 – Stages of an Internship
CHAPTER 2 – Stages of an Internship

Interns are unique yet also appear to show similarities that cut across various experiences. The concerns shown at each stage must be resolved in order to move forward with continued learning and growth. The process of resolving the concerns is also important in developing a sense of competence. Our text articulates the stages and gives you some ideas about how to address the concerns you develop. The stages are not completely separate but certain issues are more prominent at some times than others.

*Morale* – the interpersonal and intrapersonal tone of your experiences that can be positive and negative. Working through the stages entails both a drop and then a recovery in morale.

*Task Accomplishment* – the attitudes, skills and knowledge that you hope to acquire. There will be periods of growth and enthusiasm but other periods when you feel sluggish and stuck. You are always learning but the rate varies. Your progress through the stages is affected by many factors.

*Stage 1 – Anticipation.* You will be eager, full of hope, and also show anxiety due to the unknown. (What if…?). Can I really do this? You’ll wonder about others at the organization and whether you will be accepted. Define your goals clearly and consider what skills you will need in order to reach your goals. Develop a realistic set of
expectations. Make your assumptions and expectations explicit, then examine and critique them with others.

**Stage 2 – Disillusionment.** A time when you feel less certain and less positive about your internship. You may be complaining more and having trouble motivating yourself to go to the site. It is normal and is due to a difference between expectations and actual experiences. The size of the gap and the way you cope will determine how well you negotiate the stage. What’s wrong…with the clients, the supervisor, the company, the system or yourself? It is a *crisis of growth* stage. At best, learning and growing is limited at this time. Let yourself feel the impact of these issues and work through them.

**Stage 3 – Confrontation.** They only way around is through! Face what is happening and study it. Don’t ignore it or your learning and performance will suffer. Look at your expectations, goals and skills. Your goals may not have been realistic or your opportunities may have changed. Now you need to bolster your support system. Clarify what issues are getting in your way (interpersonal? intrapersonal? Your personality?). Find ways to resolve them and to improve your morale. Keep working at the issues in order to feel more independent and to develop confidence.

**Stage 4 – Competence.** Your confidence is growing and you are excited because you have accomplished some crucial tasks. Morale is high and you feel invested in your work. You feel more trust in yourself and others trust you.
Now, you may become aware of more subtle issues in your internship (for example, ethics). Do not apply unreasonable standards to yourself and others though (don’t be a perfectionist). Try to avoid letting outside issues interfere too much with your internship.

*Stage 5 – Culmination.* Near the end of the Internship. You will feel proud and yet sad about the end of your Internship. You may even feel guilty because you did not do enough for your clients. Relationships with those at the site need to be renegotiated and reorganized for closure and for saying goodbye. Interns sometimes try to avoid facing these issues and engage in behaviors that may devalue the experience (being late, joking, absence). A range of feelings will surface at this time. Focus on your feelings and find a safe place to express them. Say goodbye in a way that satisfies all concerned. If not, you will feel empty or unfinished and it may color the entire internship experience.

*Stages* – All stages involve a predictable progression of concerns and challenges. Some feel that this knowledge reduces their feelings of anxiety and others enjoy knowing that other students are feeling the same way they feel. You will more easily confront and move through the anxiety if you know others are feeling the same way.
Chapter 2 – Stages of the Internship:

1. What were your expectations about working at this site?

2. What questions did you have about your supervisor? Your clients? Your coworkers?

3. What anxieties did you have about your own capacity to perform as an intern?

4. Make your assumptions and expectations explicit.
ANALYSIS OF STAGES OF GROWTH DURING YOUR FIELD PLACEMENT

1) What issues emerged for you during your internship relative to Stage One – Anticipation?

2) Have you experienced any disillusionment or “what’s wrong?” issues thus far in your internship? If so, what are the issues that lower your morale?

3) To what extent have you confronted and resolved the issues identified above (Stage 2)? How?

4) Have you begun to feel competent and confident about some aspects of your internship? In what areas is this happening? How did it come about?

5) To what extent will it be hard to leave your internship?
CHAPTER 3 – Understanding Yourself
CHAPTER 3 – Understanding Yourself

What knowledge would you like to have before you begin your internship? Who are the people you will work with and how well will you get along with them? Self-understanding plays an important role in helping interns fulfill their responsibilities effectively. In forming relations with co-workers, your values will impact on the experience.

You need to clarify and discuss your feelings and personal patterns so that you can understand your behavior with your co-workers. This will help with establishing common ground. However, you will also have differences from co-workers and being aware of your own values and issues helps you avoid projection, myopia and tendency to see differences as conflict.

Hopefully, knowing your own values will assist you in seeing a range of views as one among many. It will also help you be more objective in assessing others. You need to avoid a one-dimensional view of others to help accept and empathize with many people. You don’t want to make poor choices about power and influence. A trait that you see as a flaw may actually be part of a cultural difference. Perhaps it’s not the person who needs to change but the community that needs to accommodate a wider variety of families.

As you move through the stages you should consider what strengths you need to draw on and what personal traps you should avoid. What aspects of yourself and the internship
do you need to confront and change? These issues should be discussed in your journal and with peers, faculty and supervisors. They will assist you in moving through your challenges smoothly.

Even though your values are fairly stable, you will continue to change over time and you need to develop the habit of knowing more about yourself. This chapter covers values, reaction patterns, learning styles, various theories, family patterns, psychosocial identity, and cultural identity.

*Values* – An idea or way of being that you believe in strongly and that is visible in your actions. Values permeate your life and concern issues such as sex, religion, honesty, autonomy, hygiene…

*Reaction Patterns* – Do you find yourself doing something you do not want to do or reacting in a way that you had not intended to react. You may know immediately afterward that you did not respond the way you wanted to. Are such incidents isolated or are they part of a pattern? For example, are you defensive about criticism, unable to speak in front of groups, not able to say “*no*”? These are dysfunctional patterns. Everyone has them and you might engage in the following exercise to process such patterns:

“Whenever I’m in a situation where _____, I feel ______. I tell myself _____ and what I typically do then is ________________. Afterwards, I feel _____. Instead, I wish I could do ______________.”
Learning Styles are about the way you learn best. There are different styles and we should be aware of our own. If you are in an experience that isn’t matched to your style, something needs to change or adapt. You should understand it so that you can make a decision about change or adaptation. Learning styles are a combination of many tendencies and characteristics. How do you take in and make sense of information?

Kolb’s Theory – David Kolb said there are four phases that people should go through to really benefit from experiential learning: 1) Concrete experience in which you involve yourself fully and actively listen or take it in, 2) Reflective observation where you consider experience from a variety of perspectives, 3) Abstract conceptualization where you form theories and principles of your own, and 4) Active experimentation where you test these ideas and engage in risk taking.

Internship entails a more abstract mode of thinking. Figure out which of these modes is your strongest and give yourself the kinds of learning experiences that you need. If you do not, then you might learn the info best through actual experiences.

Separate and Connected Knowing – Separation is a way of knowing that emphasizes autonomy and abstract principles. Connection emphasizes relationships and context. Most of us use both styles and each way of knowing has its own strengths and limits. Separate knowers understand things through analysis and application
of principles. They enable us to compare and evaluate. Such knowing attempts to eliminate details and organizes experience through abstraction. Separate knowers need to be convinced about the truth by using principles of analysis (scientific methods).

Connected knowers on the other hand believe that truth is personal and specific. It’s located in experience. They understand by empathizing. It’s hard for such persons to apply a theory and each situation is seen in its own terms. Connected knowing is great for developing trust and empathy. Persons are treated not with skepticism but with merit. Theories are only as good as the ability to use them.

Theories give you a sense of how to proceed. Most people prefer to be seen as unique, however and you may want to work at uncovering the experiential logic of other individuals in order to communicate empathy and acceptance.

**Family Patterns** – Your own family is a powerful influence on who you are. Think about the rules and roles in your family of origin (both written and unwritten rules are crucial).

*Rules and Roles* tell you who in the family performs what functions and what the rules of family conduct are. Try to understand what rules and roles you carry from your family into your internship. Some may not be helpful in a business environment.
Psychosocial Identity – Each issue has its time and it becomes particularly important at different stages. There is interplay of polarities that lead the person to what is called a sense. Senses are the outcomes of the stage and can be put on a continuum (where do you fall along this bar?).

Trust v. Mistrust – The ability to depend on others is a critical issue. Most children learn that they can count on the world to satisfy their needs. A few learn to mistrust (both themselves and others). Now you need to explore this issue as an adult. Are you afraid to ask for too much from others because you think you will not get it? When others disappoint do you feel unduly distressed? Perhaps you hide your needs and refuse to ask for help.

Autonomy v. Shame and Doubt – The polarities are independence and control. You can feel an impulse but you may not want to act on that impulse. Some of us are made to feel bad about even having an impulse. This creates a negative and unreasonable sense of self. All of us have unacceptable impulses. The difference comes in how we react to our impulses. Those with shame and doubt about their natural impulses are fixated at the lower end of the scale. Example: a college student who has to study and was invited out with friends. She refused but still felt guilty because she really wanted to go out.

Initiative v. Guilt – The need to explore and to plan as well as complete something. People wonder whether they can finish what they start. Initiative is blocked when
people are not allowed to carry out their ideas or when they take on far too much and then fail. We need to believe that our desires are important and valuable. It’s best to give ourselves manageable tasks and to complete them. Those who feel guilt may berate themselves for wanting to explore and they think the world will find a way to block them.

*Industry v. Inferiority* – The desire to achieve, perform tasks and compare self to others as well as to social standards is strong. The issue concerns competence. Children with inferiority think they are incompetent even if they sometimes succeed. What are crucial are the reactions we have to our successes and failures. Some of us are very successful yet we still feel anxious and unsure of ourselves. To help develop industry, we need to view failure as a learning experience in order to develop a sense of competence. Inferiority may lead to fear of failure, procrastination, test anxiety, and an inability to participate in class discussions. Internships offer many chances for success as well as the opportunity to learn from failure.

*Cultural Identity* – We all have stereotypes and prejudices about others. The challenge is to see your prejudices and make progress in overcoming them or at least in challenging them. If you deny them, you will never change. Stereotypes come from many sources (family, media, lack of experience). Find out where yours came from.
Culture – shared and commonly accepted beliefs, practices and behaviors. All of us in the macro culture of the U.S. share a belief in democracy. However, many of us also have a micro culture. Micro cultures are attitudes and beliefs that are more accepted by certain groups than others (e.g., women). We all belong to groups based on social class, gender, age, race, ethnicity, and sexual orientation. We need to understand our own degree of identification with them.

Dominant v. Subordinate Groups – What is the position of a group in society? Those in the D group have experiences that may differ dramatically from those in the S group. Dominants are those who hold the majority of resources and power. They control major institutions and wield power in government, education, and business. List all the subgroups that you belong to and then label each one as D or S.

Stages of Identity Development – Perhaps you notice that over time you have changed how much you want to interact with members of other groups. There are four stages that members of S and D groups go through in dealing with their subgroup identity. You need to know why you react in certain ways to others and why they react to you as they do. Accept others for who they are and try to understand how the S and D issues impact on all of us.

S Group Identity Stages – 1) Acceptance and Conformity – S group members either deny any problem or passively accept the difference. They look to D group for
approval and validation. Approval from their own group is less important. 2) Resistance/Reaction – S group members reject the norms and values of D group and build a positive sense of themselves. S group members dissociate from D group and spend more time with S group. They try not to measure themselves against the standards of the D group. 3) Redirection/Redefinition – Less energy is put into rejecting the D group and more emphasis is placed on developing a positive identity. Identity, values, and structures are unique to S group and they seek out others with a similar stage of development to themselves. 4) Internalization – New identity is not integral to oneself. Experience and involvement with others is broadened. Increased interaction with D and S groups is seen. S group is only one part of total identity.

D Group Identity Stages -- 1) Accept/Conform – The D group member accepts his or her own status and discusses stereotypes of the S group. They blame others for their own problems. The D group member believes that the degree of difference and boundaries are not very large. 2) Resistance/reaction – The D group member recognizes that group discrimination exists and feels guilty about the effect it has on others. 3) Redirection – The D group member rebuilds identity as a D group member but in a different way. He or she tries to eliminate these discriminatory behaviors and thoughts in self and looks for positive aspects of membership in an S group. 4) Internalization – A new identity is fully integrated and D group membership is only part of self. An appreciation for group diversity is seen.
Chapter 3 – Patterns of Reaction
CHAPTER 4

Understanding Yourself as an Intern
CHAPTER 4 – Understanding Yourself as an Intern

Every intern confronts issues of authority, self-disclosure and assessment. Understanding yourself is an important step in getting the most value from the Internship.

Motivation for the placement – why do you want this type of Internship? Do you have a burning desire to work for this particular company after graduation and want to get a leg up on being hired? Do you want to learn how to function in a real workplace in your chosen field? Do you want to have a relatively safe environment in which to learn how to work in the real world and make mistakes when the cost of mistakes is low? Do you want to have an easy way to earn three units toward your major without having to take exams and write papers?

Unresolved Issues – Unfinished business from family, group membership, school, peers etc. often can surface in an internship. Try to be aware of that unsettled issue and how these areas of vulnerability can touch you in your work. Don’t use the site to resolve issues that you cannot face. If you are very preoccupied with an issue, it’s probably time to recognize some unfinished business. Unfinished business can also surface with supervisors and coworkers.

Self-Disclosure – What are your private zones (data that only those closest to you know about)? How did these zones become private? Family, culture or subcultural rules? Find out how rigid your boundaries are and how
they got that way. Working at the internship is bound to challenge your boundaries. In some cultures and with some firms, exchanging cultural information is an important way to bond with others. Decide ahead of time what you will or will not share with others. What is appropriate?

Assessment – Being evaluated in a work environment is often an anxiety provoking experience for interns and others. The attitudes, skills, & knowledge required for success at your site may be quite different from what school requires. Sites look at what you do on a day-to-day basis, and not just what scores you made on exams and team papers. Examine what makes you feel nervous and uncertain about the process.

Authority – Interns often are put in positions of some authority. It isn’t easy to be an authority especially when co-workers are older than you and have broader life experiences. Which aspects of your role as an authority is challenging for you?

Dissonance – Dissonance occurs when two sources of information do not agree, such as competing methods of working on projects or different theories embraced by various co-workers). This dissonance might be resolved easily or with great effort or perhaps not resolved at all. It provides a great opportunity for learning to cope with ambiguity.

Flexibility – How flexible are you? Working with co-workers who have different work styles, personalities, and
experience from your own might entail changes that might be difficult to adjust to. Can you adjust easily to the uncertainties of a new environment with new people, or will the adjustment be challenging?

*Life Context* – This means what is going on in your life outside of your Internship.

*School* - If you are also taking classes, you need to consider how much time you can give to them. Internships sap a good deal of our psychological and emotional energy. Internships often drain students emotionally because it preoccupies them and calls upon their problem-solving abilities.

*Outside Work* – Outside paid employment can add to your stress if you are trying to combine the internship and your regular job. Think about your limits.

*Life in General* -- Roommates and schedules for housework, quiet time and study may need to be renegotiated.

*Family* – What are your responsibilities to your family of origin or nuclear group? How flexible are they and can they be changed for a semester?

Also, consider issues with intimate partners, friends, care of self. Too often, interns try to insert an Internship into an already busy life and expect it all to work out somehow. Estimate all your commitments and make
realistic assessments of the amount of time each will take in a week or a month.

*Support Systems* – People who give you what you need in order to get through life’s challenges. Support systems should help you grow stronger and help you meet the demands of your Internship. They help relieve stress and frustration (they listen, give advice, give support). Do not decline it when it’s offered. We all need support.

If you are going to be successful in the real world of work, you need to develop a strong support system or else you will become exhausted and of little use to anyone. You will need different types of support at different times. For example: Listening (sounding boards), Advice (sounding board of someone you can trust), Praise (specific instances of being great), Diversion (friends to play with you), Comfort (a person or place for comfort, rest and relaxation), Challenge (someone who pushes you to do more; a coach), Companionship (to share times with), and Affirmation (those with the same issues that you have, sharing common concerns).

Learn about your needs and those who can give you what you want at the right time. Find any gaps that exist and try to fill them. The internship may strain your existing support system. Cultivate new friends if necessary.
Chapter 4 – Understanding Yourself as an Intern
EXERCISE ON VALUES

Think about your beliefs in relation to the following values:

Work – how hard do you think people should work (enough to get by or to push hard and be the best)? How do you feel about those who don’t want to work for pay at all?

Autonomy – to what degree should people make their own choices and accept responsibility for their lives? Are there other ways of being responsible for one another?

Self-disclosure – what amount of disclosure about yourself is appropriate with those who are your clients? What topics are beyond the bounds of a professional relationship?

FINALLY, how might your values (from above) influence your relationships with clients or others at your internship site? What should you do when there is a clash of values with one or all of your clients?
CHAPTER 5

Experiencing the “WHAT IF?” Stage
CHAPTER 5 – Experiencing the “WHAT IF?” Stage.

At first, you will feel anxiety creeping in because of the unknown issues that await you (with co-workers, the work, the supervisor, etc.). Such concerns are normal and that anxiety can be lessened. The greatest concerns most have is about competence. Tasks that help: Examine and critique your assumptions, prepare for your key relationships, acknowledge and explore your concerns, and set clear goals and objectives. Look at the list of “What Ifs” on p. 84.

The Tasks at Hand - Uncertainty about relationships is challenging because people are unique and the relations involve an interactive process. We often want to be competent before we give ourselves a chance to learn. Some of us have the feeling or belief that our good fortune is due to luck rather than competence and we fear being discovered as unworthy of the position. The cure is time and experience. Interns often worry about how they will be viewed by others (in the intern role) and how they will think of themselves in that role. The role is unique and you should reflect on your experiences. Give yourself time to make errors. You are going to learn and should delineate specific objectives.

The Learning Contract – You should draw up a learning contract (or master plan) with the help of your site supervisor and input from your instructor. This document should be clear and specific about both what you want and expect to learn as well as how that will happen. Usually it
is designed within the first two weeks of placement. You should take an active role in designing the goals and objectives of your contract. Setting goals with overarching claims keeps you focused. Objectives specify exactly how the goals will be reached and will help you use your time well and shape your commitments.

*Levels of Learning* – A contract pays attention to different levels of learning that take time. Your activities must be organized so as to build on your attitudes, skills, and knowledge as they develop and change. Think about phases such as: orientation, apprenticeship, and mastery. *Orientation* means becoming acquainted with the work of the internship by observing and building a foundation. The *apprenticeship* phase consists of intensive learning and growth. Finally, there is *mastery* which involves knowing your role so well that you can do your own work and structure your own schedule to meet time lines. Self-direction is common and you will be more aware of the subtle elements of your work. Your goals will change as you develop.

*Determining the Goals* – Goals are general statements about your end points (*e.g.* I want to improve my people skills, or skills at entering data, or skills at working with customers). Goals can and should be stated in a manner that they can be accomplished in a number of different ways. Several categories are often used: Knowledge, Skills, Personal Growth, and Professional Development. What is important is the level of specificity. Goals should
not be specific and detailed. Ask yourself what larger end is served by a particular goal. Then create objectives.

*Objectives* are more detailed and can be observed. Try to write objectives for every goal (see the list on page 93). Learning objectives are particular activities that can be linked to your objectives. What activities and experiences will help you achieve your objectives? Look at each objective and think about any obstacles to achievement that you might encounter. Identify people, experiences and material resources to help you overcome your barriers. What particular activities can you envision that will help you achieve your objectives?

*Making your Choices* – Consider your learning style and what works best for you. Incorporate activities into your goals that use your learning style.

*Assessment* – You should look at how you did and what you learned on the way to accomplishing your goals. If your learning contract is specific enough, it will be easy to see where and how much you accomplished at your internship. Gather information on your progress at these tasks and then you can be more active with your formal evaluation.
Chapter 5 – Exercise on Goals and Objectives

TBD
ANALYZING YOUR INTERNSHIP PERFORMANCE AT THE MID-POINT

1) What are your areas of strength at this site? When did they manifest themselves?

2) What sort of growth have you observed in yourself thus far (i.e. what have you actively had to work on with yourself for change to occur)?

3) What areas would you like to see change occur in for your future growth at this site?

4) How do you plan to implement this change?
CHAPTER 6

Getting to Know your Colleagues and Co-Workers
CHAPTER 6 – Getting to Know your Colleagues and Co-workers

SUPERVISORS – Your relationship with your supervisor can be a tremendous source of learning about the work, yourself and each other. It’s all about enhancing the personal and professional development of the intern. It is an unequal power relationship that involves intermittent closeness and distance. The experience should blend personal knowledge and personal qualities. There are a wide variety of reactions to supervision and you will have some concerns about it. Interns wonder if supervisors will like them, understand or accept their weaknesses. Self-disclosure is an issue (e.g. How many of your feelings and reactions ought you to share?). Knowing that you are to be evaluated adds extra weight to these perceptions. Time is often the cure. Think of yourself as someone who needs to learn about his or her rights and responsibilities by learning about the supervisor as a professional and as a person.

Interns often think that the supervisor has a great deal of experience (though that is not always true) and that working with the intern is their only responsibility (usually not true). Find out who your supervisor is in the organization. Examine their job description. Your supervisor has a different, more objective vantage point from which to view your experience and your struggles. Supervisors often have special skills and talents and many roles to play. Supervisors will teach you skills, help you with goals and objectives, and be sensitive to your learning style. They will also evaluate you. They can tell you how
much more you can learn as well as how well you did. They may also use counseling skills to help you through a tough time. They may also consult with you as an intern and sponsor the your career development.

*Supervisory Styles* vary among supervisors and change depending on the stage both you and they are at. Some may be more instrumental and task oriented, others more expressive and people oriented while still others may be either collaborative or hierarchical. Learn about how tolerant your supervisor is and what their expectations for you are.

Instrumental supervisors will want respect and may confront you about what you could have done differently. Some may ask questions that point you in a certain direction while others may help you process how you felt and offer empathy. Supervisors offer direction (clear, specific indicators and feedback) or support (listening, dialogue, emotional support). These dimensions can be combined in four ways (high support/low direction, etc.). Too much direction can encourage dependence. Too much support keeps you from improving.

*Collaborative v. hierarchical:* Collaborative means mutual dialogue and divergent thinking while hierarchical means the supervisor communicates expert knowledge and it flows in one direction only. Consider your own motivational style. Do you want warmth or something impersonal? You may have issues with authority. What negative experiences have you had in the past with
authority? Think about your sense of competence, initiative, and whether you prefer abstract or in-depth ways of knowing.

*Matches or mismatches* – If you are expecting one style and get another it can be disconcerting. Try to see differences as a mismatch. Take a proactive stance toward supervision. Ask about your super’s style and the theory they embrace.

*Structural Issues in supervision* – Your supervisor will gather information about how you are doing as an intern. This can be done in a number of ways: Working alongside the intern; Intern self-reporting is common (orally or in writing) especially regarding projects assigned to the intern; or soliciting inputs from your co-workers or other interns.

Understand that critiques can be difficult for anyone. Usually these critiques are not meant to be personal criticisms about you or your value, but are meant to guide your tasks and activities toward more efficient, accurate, or effective accomplishment of your assigned duties and projects.

*Conferences* – Expect regular meetings with your supervisor. This is a time to report on your progress, ask and answer questions, and get feedback. It’s best if you are allowed time to prepare and think about questions you may have. Hopefully these can be set meetings that occur at regular times. If that is the case, find out when and how long these meetings will be. Explore the structure of these
meetings – are they loosely organized and conducted or highly structured meetings where the supervisor has all the control? Knowing in advance about the meetings will allow you time for reflection and preparation. If you are prepared, you will have more control and influence and will be able to intelligently comment on observations and problems.

*Your reaction to being supervised* – For most people, being supervised produces some anxiety. You are trying out new skills and should discuss your feelings and reactions with the supervisor. It’s difficult to learn and change and most of us resist somewhat doing that. These conflicting emotions may result many different feelings and reactions: enthusiasm or discouragement; avoidance of people or topics; going off on tangents; forgetfulness; and the temptation to be argumentative. Don’t reject or totally accept everything your supervisor says about you. Look for patterns in your reactions and then try to work through any problems that you notice.

*Evaluation Process* – Some time or perhaps several times during your internship, your supervisor will let you know how you are doing and have done. One should happen at the midpoint and at the end, and maybe at other times if your internship is a long one. There will be anxiety but it is a chance for you to learn and grow, to be empowered, to dialogue, and be assertive.

Find out how you will be evaluated and how often. What form will the evaluation take (oral, written, one-on-one,
group, etc.). Figure out what standards are being used (e.g. Comparison to other interns, Meeting deadlines, Growth, etc.). Find out what the numerical ratings mean and the function of the evaluations: Who can see them and are they part of your grade? When and under what circumstances will you see your evaluation? You should see the evaluation before it goes to anyone else and have a chance to review it.

*Co-Workers* -- You will spend most of your time with other members of the organization. Some co-workers may act like informal supervisors. They can be great sources of support and present opportunities for learning (mentors, sponsors, role models) and can offer you the insider’s perspective of the organization, the people in it, and the type and quality of the work you are expected to do.

*Expectations* – What sort of attitudes, skills and knowledge do you think your peers will possess? If the organization has rules and procedures, how do your peers adhere to them? What are the unwritten rules at the office? Find out about your co-workers and the hiring process. What kind of education does one need to have to be a member of the organization? How many leave the organization after one year, and where do they go (Other firm? Other department? Promotion?)

*Acceptance* – Whose acceptance is most important to you? Do you accept your co-workers? Your co-workers Deserve to be given the same non-judgmental treatment that you extend to your supervisor. You will likely
experience a range of reactions from other staff members for several reasons. Sometimes the energy and ideas that the new intern brings to the group is a threat. Some firms may use interns as a way to stretch their staff. Past interns may not have worked out very well. Interns sometimes struggle with feelings of marginality and intrusion. Those who feel like intruders don’t feel that they fit or belong or when the staff treats you like they don’t want you there. Both can occur. It will take time to prove you to the staff.

Some staff may be burned-out. The signs of burn-out are: Job-related stress, Physical and emotional exhaustion such that the worker is drained; Depersonalization of work and customers; feeling detached and callous; or reduced personal accomplishments. The burned-out person is irritable and displays negative attitudes toward co-workers or customers. Productivity declines and the person is isolated and withdrawn. More prevalent in workers in high stress organizations because of a concern with making a difference and the employee may not feel appreciated. Burnout is progressive and sets in slowly. Once it sets in, it’s hard to recover from burnout.

*Patterns of Adjustment* – Some workers will have productive and satisfying careers. Many adjust by developing the following patterns: Identification with co-workers and customers (performers or innovators) Identification with co-workers (participating in social activities and professional organizations), and Identification with the organization (following the rules). People often move from one to the other category.
Getting comfortable with a new group takes time. Be clear about your own expectations and prepared for the challenges.
Chapter 6 – Exercise on Getting to Know Your Co-Workers

**Clients:** How do you characterize the co-workers at your site? In what ways are they similar to each other? Describe their social class, gender, ethnicity and personalities.

In what ways are they similar or dissimilar to you?

How do the co-workers respond to you? How does this make you feel?

What challenges do you experience in working with the co-workers?
CHAPTER 7

Getting to Know the Placement Site
Chapter 7 – Getting to Know the Placement Site.

Learn how the organization operates and why it operates that way. Organizational dynamics are bound to affect you, your colleagues, and your supervisor.

*Your Placement as a System* – If we use the lenses of systems or organizational theory, we can understand how everyone interacts. A system is a group with a common purpose whose actions are interconnected. We need to understand how all members influence one another. We can analyze systems internally or externally. Internally, all systems are hierarchical and are part of a larger system that can be broken into smaller units. External analysis means that we look at the relations between and among organizations.

*Background Information* – Find out the organization’s purpose, its objectives, general philosophy, and values. Get to know the organization’s orientation as either profit or not for profit.

*History* – An organization’s history provides an important context for the ways things are done. Was it started through a grant or a charitable corporation and has that changed over time? Is there a basic approach to working with clients? (Does it see them as needing constant guidance or as independent agents?) What are the values or principles that they adhere to in working with clients?
Mission – Investigate the purpose of the organization by looking at its written statement of goals and the way the institution names itself. Who determined that mission and what process was used to do so?

Goals and Objectives – Goals are broad and hard to measure thus the more specific objectives should be examined to determine how those goals will be attained.

Values – Look for the values or principles embedded within written statements about the organization. What principles are adhered to in working with clients?

Strategies – What basic approach is used to accomplish the mission of the organization?

Funding – Where does the money come from to operate? The sources of the organization’s funding has great power and influence on the organization. The financial and human resources determine what an organization can do and affects the tone of the workplace.

Public organizations are funded through taxes (local, state and federal) and are accountable to legislative bodies. The organizations tend to have complex rules and procedures. Private nonprofits are funded from many sources including charities (United Way) as well as foundations and individual donors. They are accountable to a number of groups and engage in fund-raising which takes up a lot of their time and energy.
For-Profit Organizations – Organizations that expect to be self-supporting but get their start up money from private organizations or individuals. They are challenged to keep their customers primary while still fulfilling their obligations to the Board of Directors.

Organization Structure – Structure refers to the way the organization is set up to accomplish its goals. There is a division of responsibilities and a coordination of work. It can be tight or loose, clearly defined or ambiguous.

Roles – This helps us understand the division of labor and describes positions in the organization and the duties/functions that each one performs on a regular basis. Get to know the responsibilities of each position in the policy manual. These descriptions are generated or reviewed when someone is hired.

Groupings or Teams – People with the same roles or working on different aspects of the same project who have similar tasks are placed in the same department or team.

Coordination and Control – Organizations need a way to coordinate what they do and guide or control their efforts and it depends on how interdependent the roles are.

Vertical coordination refers to the way the work is assigned, controlled and supported and includes authority, supervision, communication, decision making and policies as well as rules. Authority issues can be grasped by looking at the organizational chart.
Look at how the *formal organizational chart* displays the way different positions relate to one another and who is responsible for whom as well as who is accountable to whom. The chart will display both vertical chain of command issues as well as horizontal relations among departments. It’s important to find out where you fit in this chain of command. Know the position that is occupied by clients in your organization. Also, discover if there is an advisory board or client council.

Most organizations have an *informal organization* based upon relationships, technical or other competencies, the length of time with the organization, or other characteristics of individuals in the organization. Sometimes this informal organization may be more influential in how a company operates or how things get done than the formal organization. It is important for the intern to be aware of both the formal and informal organizations in order to be effective in the internship.

*Communication* – Critical factor in making the organization run smoothly. In small and medium-sized organizations, it may be quite informal. In larger organizations, communication gets complicated and meetings or memos are necessary. Many personal conversations, planned or unplanned, also convey important information. Look at the patterns of conversation (from the top down, the bottom up, or laterally). An organization with a *Chain Pattern* has an up and down style with little communication between departments. A *Wheel Pattern* has a hub with one person
or department at the center and directives flow from the hub to departments and back again. *All Channel Networks* involve communication among all people within the organization.

*Decision Making* – What is the process for getting approvals for various projects? Sometimes, activities may get very complicated because of bureaucratic procedures for decisions. Find out what process is used for permission. You will find the process may be complex and dependent upon various factors from the formal v. informal organizations and the communication patterns of the company.

*Rules* – Every organization has formal written rules in a handbook or policy manual. Find out how these rules and procedures were established. The change process is also significant if you want to update or revise the rules. How many at the organization are familiar with the rules. Most organizations also have a system of informal unwritten rules that determine relationships or attire (Casual Fridays v. Shirt coat and tie if a customer is visiting). The intern must become familiar with these rules as well.

*Evaluations* – Evaluation can serve the purposes of control, influence, and guidance. Almost all orgs have a method of evaluation. They are conducted by the person to whom you are accountable. Methods vary from allowing the employee to set goals and get evaluated on how well they have met the goals to methods in which the supervisor sets the criteria for evaluation. Format can vary from a
checklist to a narrative. What aspects of the internship are included in the evaluation?

*Lateral Coordination and Control* – Lateral refers to less formal and more flexible methods of control. These methods include meetings, in-depth discussion, task forces, or temporary work groups established for a specific purpose.

**Human Resources (HR)** -- A focus on the people and what they actually do at the organization. For instance, consider how they communicate and how well they do so (how much clarity is there and how well do people listen to one another?). Another aspect of HR is conflict resolution (is there a structured way of addressing conflict or is it informal and perhaps less effective?).

*Norms* – Figure out what is really going on in the organization by attending to the everyday norms. Informal norms are often the most powerful and yet hard to see because they are not written down. Is there a tacit understanding of a dress code, or a mode of interacting at lunchtime? You will know when you have broken a norm because people will react to you strangely and may even take you aside to give you advice. Informal norms provide one with a sense of security and identity.

*Informal roles* – Sometimes the informal rules come about because the formal rules have eroded, are obsolete, or have never been changed. Sometimes you will notice that some people perform duties that are not in their job descriptions.
Someone may just decide to take charge of collections for gifts or may act as a go-between. Others just expand their job descriptions in order to make their jobs more interesting even if their pay does not increase although their power does.

Cliques are informal subgroups that have norms reflecting different generational hiring practices and educational experiences. Sometimes this creates a gap that results in misunderstandings. Most of the time they can work well together.

*Management Style* – Often there is a prevailing style of supervision in an organization. Observe what is favored at your organization.

*Staff Development* – Some organizations put time and energy into helping their staff grow as professionals through workshops, retreats, or continued education. Such training often helps workers do their job better. Often staff development activities are the mechanism for helping the organization learn a new set of policies or regulations.

*Organizational Politics* – You cannot escape politics (conflict, bargaining and negotiation) because they influence how resources, decisions and individuals are handled. Look at the various resource groups in your organization and how they compete for resources. Both formal and informal networks are connected by politics. Secretaries can be very powerful players and control
important resources, and they are often in the role of gatekeeper for access to important individuals.

Many employees are connected through schools, children, church, and neighborhoods. There is often great power connected with information and expertise. Find out about these informal influence networks (it takes time and reflection). Discover who gives advice to whom, who accepts advice from whom and to whom they give orders.

**Organizations As Cultures** – Another way to think about your organization is as a culture with its own meanings. Such meaning is conveyed through rituals (an annual fundraiser) and symbols (an image or color that represents an ideal). Staff meetings are important in understanding the culture. Attend a meeting and notice the way people see each other and interact. Getting together for pizza may be a less formal but important ritual for signaling your collegiality, concern and cohesion. Language is also an important aspect of the values embraced by members of the organization. Look at patterns in the language (e.g., how problems and clients are described).

**External Environment** – Task environment refers to how well relations with other organizations are conducted. How does the world outside your site impact on its functions? Consider its relations with other organizations and how it affects the work at your site. The general environment is about the surrounding community (customers, money, regulations, and possibly politics). The Task Environment
means that your organization should work on smoothing out relations with other organizations.

*Sociopolitical Environment* – There are a number of political issues that affect sites. Local politics certainly has an impact on any organization. Who monitors your organization? Does your organization receive money from the state? If so, how is it reviewed? Are many lengthy documents prepared or do you have visits from government organizations? Local and town votes can determine whether your organization gets funded. Attitudes of those in the community about your organization, clients, and the work done affect how your organization functions. Some organizations do a lot of public relations and investor relations work and a change in the local or government officials may determine whether your organization will continue to exist.
Chapter 8 – Exercise on Co-Workers and Supervisors
CHAPTER 8

Getting to Know the Community
Chapter 8 – Getting to Know the Community

A community can be defined in several ways: geographic (location of organization and the group it actually serves), cohort or age groups, cultural or social class groups. Some organizations are very dependent upon the community they serve for their success.

Consider the community context of your work. Why? Communities shape the contexts of people’s lives in many ways. Think about why your clients may have the problems they do as well as what kind of assistance is available to help them.

Many programs are the result of community needs e.g., shelters for the homeless, helping those with AIDS. Many in the community may not agree with its purpose or function (some may not like the appearance or the safety issues raised by the services your organization provides).

Community members can be powerful allies or opponents. Find those in the community who are most influential in a given arena and work with them.

Community Inventory – The following facets of a community may be especially relevant for interns to assess.

Assets and Needs – Look at how well and in what ways needs are met in the community. Consider the strengths and assets of the community as well as its deficits.
**Basic Information:** what are the boundaries of the community and what kind of physical impression does it make on you by its appearance? Are there important landmarks you should be aware of or know about? Is the population dense or scattered? Is the population stable or transient? What of income levels and standards of living? How does the community compare to national or state standards in its profile?

**Structural Considerations** – Consider formal and informal assets that allow people to meet their needs and how WELL these assets work. For example, examine food, shelter, clothing and medical care as a basic factor. What sorts of access do those in the community have to such basic needs? Are grocery stores affordable and easy to reach? How does the community handle those who are displaced, without insurance, or without shelter?

Also consider education and the quality of the schools, the affordability of the educational facilities at various levels (junior and senior high schools, postsecondary learning). Another asset is employment opportunities (jobs, skills of the community members, training). Communication and their informal as well as formal networks are also an issue as is transportation, waste removal, drainage and pollution.

**Human Resources** – The people are an enormous asset. You should find out about the people in the community to understand their social, emotional and group needs. What are their strengths and liabilities? Can they safely
congregate and trust one another? When people have any free time where do they go and what do they do? Look for patterns and for strengths among the group members.

*Community Symbols* – Are there certain landmarks that generate pride or function as a critical gathering place e.g. a local school or church? What about annual events and celebrations that are important to the community?

*Political Considerations* – Who has the power and how are decisions made in formal and informal ways in the community? What political persuasion, if any, does the group embrace? How does local governance work?

Who controls the vital resources (money, information, services, goods)? Informal access might refer to legal and illegal means of getting these resources. Look at formal power as well as power that is vested in families, connections and personalities.

**How To Find Out The Information** -- You can access websites for census data as well as libraries, city directories, newspapers, local newsletters, town reports and even political directories. Sometimes charitable or human service organizations will do needs assessments of communities that you can read. The chamber of commerce might also be an excellent source of data about the community resources and needs.

Find out if anyone in your organization has connections with the community resources and power. Too often,
organizations might be located in a neighborhood but they are not connected with the residents around them.
Chapter 9 – Exercise on the Community

Describe the Community your Organization operates in:

In what ways is the site incorporated into the community?

What are the social and political issues your site faces?
CHAPTER 9

Disillusionment
Chapter 10 – Disillusionment

At some point, the emotional tone of the internship may start to change for the worse and you may feel anger, resentment, confusion, frustration and panic. Why? You are coping with the unexpected. Even the unexpected feelings and drop in your productivity may lead to this outcome. You may find yourself asking, “What’s wrong with….”? This is the roller coaster metaphor that is common to an internship.

Thinking About Growth – The internship is a human experience. How you direct your feelings is important. You may vent inside or to your co-workers because of this crisis in confidence. Typically, at this time you will feel a loss of focus (things have changed in your role or capacities), loss of accomplishment (not being able to show your skills because they have yet to develop), and a loss of meaning in your internship. You may be unhappy with what you are doing at the internship. You are going through the motions but without the energy you once gave it. Usually it happens when the workload increases and there are greater demands for the intern to use new skills.

Remember that some level of dissonance is necessary for growth to occur. For change to occur, one must feel that something is wrong. Keep pushing yourself so you can grow through it and make sense of your feelings. Put things back in order and reach resolutions. It’s an opportunity to learn more.
Almost all interns experience some problems at their site and dealing with them is part of the growth and challenge that confronts them. You need to keep yourself growing and moving forward during this time. You can do so by taking inventory of where you are now and what your goals are, by identifying problem areas that need attention, and by developing plans to take actions in both areas above. Try to remain open to your feelings at this stage. You will want to do the best possible job in terms of the services you provide but you will also want to be open to the human experiences of yourself and others.

Experiencing Change - The challenges you encounter will require change and that can be painful since you will need to take on additional responsibilities to help develop your skills. Change can be exciting and frightening. You need to move away from what is comfortable and to deal with what is anxiety provoking. By keeping in the comfort zone of what you already know, you risk not growing. You should not overextend yourself either, so embrace both. Straddle both the familiar and the new. Engage in action and gain new experience but also take time to reflect on the experience. Work toward a balance.

Taking Stock – Assess your progress in regard to your original goals and objectives. Are there discrepancies? Have certain goals been met? What unexpected turns in the road occurred? Update your learning contract if things have changed at your site. Expand your knowledge by acquiring more information about the theories used at your
site. Assess how well these theories work. Expand your skills by assessing how well you are learning to do the work.

Five levels of skill acquisition may occur: novice, advanced beginner, competent, proficient, and expert. Performance often shifts from a reliance on the abstract to past experience, then a change from seeing the parts to seeing the whole, and finally, movement from being an observer to being involved as a learner.

COMMON ISSUES WITH INTERNS.

The Work: Perhaps what you are doing is not taking you toward your goal. Decide if you should change your goal or say NO to the work.

The People: You will have moved beyond acceptance and are now focused on the evolving relationships you have with your co-workers and supervisors. You will move from an intellectual understanding of your them to a closer involvement with them. Your emotional reactions may come as a shock to you. Perhaps they are interfering with your learning because you are preoccupied with some of the value differences between yourself and your co-workers. Your class time may help you describe these feelings and may give you a perspective about how to handle the differences and your emotions.
Issues with the People

Supervisors – Most interns start by idolizing their supervisors. Soon, however, they begin to notice their foibles. Interns may feel a letdown. You need to find ways to be more realistic in assessing your supervisor. Get to know your supervisor’s style and acknowledge differences between your supervisor and yourself. Try to be open in discussing issues with your supervisor, but study how empathic and educational your supervisor is first. Consider how you will respond to praise and criticism.

Disillusionment can involve introspection, self-doubt, and self-confrontation, which can be painful. When you are evaluated or evaluate yourself, you will learn about your limitations and gaps in skills, style and learning. Perhaps you will be preoccupied with your shortcomings. Sometimes, interns question the value of their work. Perhaps you will feel in competition with other interns.

Take time and find a supportive audience in class or elsewhere to express your feelings. Blow off steam and then make a plan for how you will improve your abilities. Try to understand why you are falling short of your goals. Ask for concise, specific behavioral indicators in order to determine how you can change.

Instructor – find out the criteria for grading and ask questions if you are confused.
Co-workers – Issues with influence and control will arise over time. Some of these relationships will change with time. Try to understand co-worker motives. Interns want to feel that they are part of the team. It signals your status as an emerging professional and that you have gained the trust of others at your workplace. Conflict with coworkers is a source of great stress for interns especially if it means that you are not one of the team. Sometimes you will be disappointed in the behavior of your co-workers since you see them as lazy, callous, harsh or unethical. Try to find support from your network.

Peers – Classmates can function as an enormous source of support but if they are also at your site, you may feel competitive (progress made at the site may be compared). They can help you vent but sometimes they can offer too much advice or appear caught up in their own issues.

ISSUES WITH THE ORGANIZATION AND THE SYSTEM

Once you are familiar with the written and unwritten rules you may find yourself adapting to them and sometimes feeling frustrated by them. Bureaucratic slowness may bother you or funding issues may become puzzling.

Self-Understanding – Be reflective about what you are discovering about yourself. What patterns are you exhibiting? How have you made decisions about certain
issues? What is your system of making meaning? Look at what you have actually thought and done. Your own issues will also surface. No one can predict how he or she is going to think, feel and react ahead of time.

Remain open to your experience. Examine your strong reactions to situations and assess why you are feeling as you do. Analyze problematic situations by using the three-column method (what happened, how you thought, how you felt). Check for patterns in problematic situations. What you have learned about yourself helps you make sense of the interpersonal experiences you are having at work. See where you have found a match and where you have not.

*Issues that are common for Interns:* Saying *YES* when you mean *NO*, reacting badly to criticism, struggling to establish intimate relationships, being upset by confrontation, needing to smooth over any conflicts or issues.

Life Context – What areas of your outside life are being impacted by the internship and vice versa? Is your energy level high or are you bending under the strain? Work with peers, supervisor and personal support to help you broaden your perspective.

Problems can happen at any time in the internship but they are more likely to surface early in the internship. Some issues are more challenging than others. After settling in, people expect more of you and there may be a gap between
anticipation and reality on many levels. The first challenge is often the one you will feel the most impact from since all the others will benefit from your resolution skills in confronting the first.

Allow yourself to feel and then to analyze your feelings. There is no right way to react. Talk about your challenges with others like your instructor, classmates and co-workers. Your willingness to face the issues helps the instructor gauge your growth in the placement. By not voicing your issues, others think you are not growing from it.

FACING REALITIES

What should you do when you face troubles that cannot be quickly resolved? Problems can occur at any time. Look at the gap between your anticipations and reality. Once you have resolved the first problem, the others will feel different. Allow yourself to react; don’t assume there is a right way.

When discussing your disappointments, be sure to use I-statements, avoid vague or general statements and avoid interpretation. Be prepared to clarify, paraphrase and reflect feelings when you are listening to your peers.

Whatever Happened to My Internship? You may find the emotional tone of the internship changing in a negative way (anger, confusion, frustration). The end of the hopeful feelings has led to a drop in your enthusiasm. Think of a metaphor that best describes your internship and how it is
now changing (has it become a roller coaster?). Not only are you feeling less interested in going to the placement, you may also feel negatively about those associated with it. You may even turn these negative feelings inwards and your self-image may take a beating.

Perhaps a talk with your site supervisor would really make a difference now. Supervisors can be intimidating but may also be a wellspring of resources and support. Prepare scenarios for discussing your disappointments with your supervisor ahead of the actual event. Once you bring it out in the open, you may feel renewed energy about resolving the issue and getting on with your work.

Sometimes interns go through a disorientation or funk at the mid-point of their experience. Three kinds of feelings are typically involved:

1) Loss of focus occurs because the focus on the placement has changed either intentionally or through neglect. Interns may feel discounted or ignored;

2) Loss of accomplishment because you are not able to demonstrate the skills or abilities you have and the work keeps you from doing that;

3) Loss of meaning in that the work no longer has much meaning for the intern.

Work it through since conflict or dissonance can be the start of real progress and personal development.
Chapter 9 – Exercise on Facing the Challenges
CHAPTER 10

The Confrontation Stage
Chapter 10–The Confrontation Stage

Now is the time to take charge of issues that continue to challenge you. This chapter will give you ideas for resolving the challenges. Change is difficult and no model will work without a belief in it, goodwill, and EFFORT.

Belief – you must believe that you really can change a situation. Try to feel confident that you can solve the problem and it will help you be confident.

Goodwill - the feeling that change will occur. By working on change, you are empowering yourself. If you wait for others to change, you are not in charge. Take charge of your life.

Effort – Take action. Be persistent and persevere. It takes focus and practice to use the model below well.

Metamodel for Change – The basic idea is that you will ask yourself a series of questions about the problem. For example, what is the problem? What do I know about it thus far? What is my goal? What are my alternatives for reaching the goal? What is my plan of action? Thinking about any problem involves carefully analysis first.

Step 1 – Start by blurting out what the problem is and then write it down. You will learn about how you are thinking by how you verbalize the issue.
**Step 2** – *Let go of your feelings* about it and think clearly about the behaviors (actions that anyone can see) that are causing problems for you. Then think about your thoughts and feelings that accompany these actions. Use the three-column method to list each component. Often they are problems that recur, so think about when and in response to what this problem occurs.

Now, try to state the problem in *one* sentence. See if you can describe exactly how this problem affects you. Try to make the statement concise and clear by *naming it*.

**Step 3** – *Expand your thinking*. Think about the problem by examining its components from different perspectives. Be patient and persistent with yourself. Work through the following questions:

1) *Who* are the players involved in this issue? ID as many people as possible including yourself.

2) *How* might each of them see the issue? Put yourself in that person’s shoes. How do you think each person contributes to the problem?

3) *What* are the major systems (work groups, organizations, campus system) involved in the situation? Brainstorm to understand all the systems that might be connected to the problem. Try to work from both the outside in as well as inside out. How does each system contribute to the problem? Focus on rules and roles.
4) *What about you?* How might you be contributing to the problem? Are there past issues of a personal nature that are being touched by the issue? Is this similar to patterns you have displayed in the past?

**Step 4 – Consider the Causes.** Come up with a list of the *major causes* of the problem.

**Step 5 – Focus your Attention.** Divide a piece of paper in half and create two columns with the titles “*What I Can Change*” and “*What I Cannot Change*”. Consider what areas you actually have some influence over. When you have control over an issue, it’s your responsibility to do something about it. When you do not have any control over the issue, then you need to accept that and live with it. Don’t get caught in a situation where you will end up spinning your wheels because you have no control.

Then, add a new paragraph to your statement of the problem. Answer this question: “What is blocking me from resolving this problem? What is it that I need to change?”

**Step 6 – Determine your Goals.** For each cause that is on the *change* side of your list, you should develop goals. These goals should state specifically what you want to achieve and should include behaviors that you can engage in to make things different. Be sure that you have covered all the individuals and systems that you think have a substantial role in causing the problem. Don’t let yourself get fuzzy about the problem. Make sure you can differentiate goals from actions. (Example: You are not
doing what you thought you would do during this internship. Goal: to engage in different work as an intern. Action: Change your placement.) There are often multiple ways of achieving a goal. If one does not work, you may think of another.

**Step 7** – *Identify the specific strategies* you will use. Develop a list of possible concrete actions that you could take to meet each of the goals you identified previously. In developing Action steps, be sure the interventions reflect your knowledge about the nature, cause, and context of the problem. Each action must be effective for each goal. The actions must allow the goal to be realized. Your motivation should be action-packed and future-oriented. “What must I do to make my goals happen?”

**Step 8** – *Create the Change.* Implement your plan of action with commitment and perseverance. The potential pitfall is that you will fail to do what you can do about the issue. How will you know when things are different? Let this question guide you as you move though the barrier that has prevented you from moving ahead in your internship.
Example of Confronting a Problem

Problem: Student whose supervisor became ill. New supervisor was ignoring her or behaving in an insulting manner.

1) I don't like my “FILL IN” supervisor.

2) Behaviors – He made a sarcastic remark about if she could interview a client.
   Thought – It appears that he believes I am not very competent.
   Feeling – Angry about being judged too quickly. Upset about being misjudged. Confused about why she is being seen as incompetent.

3) Players: Temporary Supervisor. Self. Ill Supervisor. System – Tries to initiate new workers into system through intern program and provides space and supervisors but has little wiggle room. How might each player see the problem? Temp Supervisor – Feels burdened by additional responsibility. Had no choice over the matter and does not understand how the interns were trained. Wants to use another system for training the interns but is caught in the middle. Self – Feeling unwanted and unappreciated. Trained by old supervisor and have different expectations from what the new supervisor has of how the job should be done. Ill Supervisor – feels guilty but has to accept current health problems. System – Does not have enough workers and cannot afford to hire more.

4) CAUSES – Unanticipated illness of first supervisor. System – Doubling up of work duties for temporary supervisor due to lack of funds to hire a new supervisor. Inadequate policies & procedures for training interns. Supervisor and Self – Lack of communication and understanding of one another. No time to get to know each other and establish rapport.

5) Control – Student has control over communication process with supervisor. Cannot control new super’s feelings of being overworked and out of control over previous training.

6) Goals - Develop better relationship with new supervisor.

7) Strategies: Talk with the new supervisor and ask more about how s/he wants things done. Reassure supervisor that intern will work to the best of her ability. Be friendly.

8) Implement plan. Make appointment for next day at site to meet with new supervisor. Student will know when things are different when the supervisors behavior and attitudes toward her change (less sarcasm, more friendly communication).
9) If it does not work: Talk with instructor. Instructor might call supervisor.
Chapter 10 – Exercise on the Problem Solving Model
CHAPTER 11

Riding High: The Competence Stage
Chapter 11 – Riding High: The Competence Stage

When your initial anxieties have subsided and problems have been largely resolved, you will experience a feeling of confidence. The competence stage can be the most exciting time in your field experience. Competence means overall productivity and achievement in both the interpersonal and intellectual domains. Now most interns feel they can take charge and are doing their very best. Even when you stumble or fail you are likely still feeling competent. Most notice that they have really grown since they started their internship in terms of knowledge and in personal ways. At this point, interns are capable of taking on more responsibilities and duties because they have faith that their skills and abilities and new ways of thinking are solid.

This transformation in feeling also let you see more and do more at your internship. Now is the stage when interns feel they have achieved a good match between their initial goals and the reality of what they are actually doing. Most interns’ energies is now directed to fine-tuning their skills. Subtleties become more apparent as interns learn to differentiate between what’s important and what is not. Most concerns focus on quality and competence.

The emotional state that most interns feel now is one of mastery, confidence, calmness and an inner strength. This feeling of calmness helps interns become intensely productive. The relationship with your supervisor may become one that is mutually satisfying and supportive. Supervision may be less intense and more structured in
meetings. Working with supervisors and co-workers can also be approached with less concern about rejection or conflict. Teamwork develops and supervisors may be used as a source of insight and feedback for personal and professional goals. Discussions may involve more esoteric topics than what happened previously.

One’s primary focus also shifts at this stage such that there is less focus on oneself and more of a concern with one’s clients. Your work is done in a more autonomous fashion and there is equality among co-workers. The site supervisor may become a mentor who attempts to shape the interns professional development. The best mentoring is spontaneous and occurs when a supervisor works to include the intern in the organization by giving him or her highly visible tasks and by enabling the intern to network, to attend conferences and get coached by the supervisor or others. This type of relationship takes time to develop and can move from positive role modeling to a relationship that is mutually rewarding. Now, you are becoming accepted as a colleague.

Redefining your Identity – There is also a change that occurs in the intern’s career status at this stage. You have shifted from being a student to the role of aspiring professional. You think, act and feel differently than before. You find yourself fitting in and recognize yourself as a member of the staff. You now have a good sense of your strengths and limitations and believe that your efforts have made a difference. Two hallmarks are noteworthy: 1) the intern’s commitment to quality work and 2) the intern’s
commitment to personal integrity. No longer are you willing to accept being “good enough”. Now you want to do your work “better”. Perfection isn’t the goal since that entails more problems than not. Integrity is often marked by a shift in your thinking to being more flexible and adaptable as well as in what you value and how these beliefs impact on how you behave. Changes in integrity tend to be gradual and are seen in how you act. New internal structures have been erected to help interns make sense of their world.

*Bracing for the Bumps* – Sometimes this stage involves new challenges. These bumps might throw you off-course but there are three potential areas that seem common: 1) focusing only on the good things and avoiding new challenges, 2) not enjoying the success you have achieved, and 3) transition issues.

Sometimes interns are so excited by their feelings of competence that they try to ignore or fail to acknowledge the problems that crop up. It helps to remember that you are better equipped to meet these challenges than ever before. Take pride in your capacity to meet new challenges.

Success has come but sometimes interns do not allow themselves to feel it internally. There are three sources of success: Inner success, outer success, and defining success for yourself. *Outer success* concerns the work you do and how responsible as well as productive you are. You can see the accomplishments of your goals. In order to feel like
a part of the organization, you need to see that your values and the organizations values are compatible. You will also strive for the recognition and respect of your supervisor. Self-determination and autonomy are also important indicators of success. Intrinsic rewards and self-actualization may emerge as important goals at this point.

*Inner success* derives from personal relationships. These relations need to be genuine, cooperative, and mutually satisfying. You need to feel responsible and a sense of commitment both ways with staff members, coworkers and supervisors. When *defining success for yourself* you will be doing what you want to do and it should be a conscious choice. This is when the intern is actively involved in choosing their path.

If you are not feeling successful in these domains, you should examine how your internship is designed and reevaluate your goals. You might also examine your relations with both your supervisor and others at the site and determine what the barriers are to success. Finally, you might examine the sources that nurture your feelings of success. Use the *Steps to Create Change* and engage in some problem solving.

*Transition Issues* – This period involves a shift to a more realistic way of living with your internship once the crisis of growth has passed. The leveling off effect (as when airplane achieves its cruising altitude and levels off) occurs when there is a subtle change in the pace and intensity of your ascent up the ladder of responsibilities. There is no
longer the constant push to reach greater heights. You will settle into a rhythm of working that is more predictable in nature than before. This means the goals of your internship are being reached. It’s time to relax and enjoy the ride. Any letdown you feel at this juncture is only momentary. Total immersion in the internship will start to give way to a more balanced life. The main struggle to achieve your goals has been met and you may feel frustrated with all the work you have to do but now you can take things in perspective. Some of your assignments may be viewed with indifference and you find yourself making decisions about how you will manage your time.

Sometimes a crisis erupts in time management issues and this is known as the crunch. It occurs when the end of the internship is approaching and you are trying to meet all of your goals. You may feel overwhelmed with responsibilities, deadlines, details, too few resources, too little social life and too high standards. Now you should regroup, both emotionally and physically for the last mile of your journey. Take time for yourself (even an afternoon might do it). Stop everything and take a little break from all the responsibilities. Do something that you know you enjoy (dance, hike, shop, read). Then, prioritize and schedule yourself for the things that you simply must finish. Determine what you can actually do in the time that you have left. List all the tasks that you need to compete. Indicate the time frame that you have for completing these tasks. Assign dates and time blocks to each of the major tasks on your list. This schedule will put you back on track and give you a sense of control.
DEVELOPING PROFESSIONAL AWARENESS

At this point you are probably thinking more about your profession and your job opportunities in the field. The typical intern wants to leave their mark on the profession by giving back something to the people and organization where they did their work. Often, the contributions are not mentioned in the learning contract but are made by interns who want to benefit the organization in some way (e.g., a set of directions for future interns or cleaning up files on the computer).

Another tendency of interns who feel competent is sensitivity to material that is more intuitive. It is often referred to as wisdom and it involves an appreciation for material that is beyond the textbook (e.g., ways to work more efficiently, facts that need to be gathered, a logical approach to problem solving). The wisdom that develops may entail a tolerance for ambiguity, intuitions about people or situations that could be helpful or harmful. This intuition is the result of a commitment to the organization and a sensitive approach to experience.

A third pattern that many interns exhibit is a curiosity and awareness about professional behavior. Suddenly, the intern begins to notice subtle differences in staff behavior or office politics. These differences actually have an effect on the quality of the work accomplished at the site. This topic is addressed more fully in the next chapter.
Chapter 11 – Exercise on Competence
CHAPTER 12

CONSIDERING THE ISSUES: PROFESSIONAL, ETHICAL, AND LEGAL
You may encounter situations about which you feel uncomfortable and will make you pause (because they are either illegal or unethical). You may be unsure about how to proceed or what conclusions to draw. This chapter guides you through dilemmas that you will encounter on site.

Realizing the Issues – You need to be informed about your rights and responsibilities and to think in terms of the specific aspects of your on-site work. Table 12.1 lists the array of issues that you may encounter.

Professional issues concern your educational preparation, awareness of diversity and your professional image (clothing). You may be aware of others who misrepresent their training or who are insensitive to diverse cultural issues. You may be unsure about how to proceed and who to tell about it.

Integrity issues entail how you approach your work on a day-to-day basis (e.g., confidentiality, disclosure, documentation). What should you do if peers are engaging in inappropriate behavior?

Internship issues refer to academic integrity, competence, & supervision. You need to insure that your site is one that embodies a quality experience with responsible contracts and a class that enables you to discuss important concerns.
Competence involves knowing the limits of your skills. Your supervisor should give you guidance and should monitor your experience in a consistent manner. Liability and accountability are very real issues in your multiple roles as an intern: As a student, as one who needs supervision, and as a person contributing in a very real way to the organization.

**Ethical Issues:** Professional ethics means acting in accord with your site’s standards, codes, & guidelines. The list may be overwhelming but it helps if you familiarize yourself with its dimensions.

Here are some definitions:

- **Issues** refer to points that are in dispute and if you confront professional issues you are questioning how one should go about doing their professional work.
- **Standards** are guidelines that govern members of a profession.
- **Legal issues** are issues related to acting in accord with the established law.
- **Values** refer to what is intrinsically good, useful or desirable.
- **Morals** mean what is right and wrong based on broad social mores.

**Rules of the Trade** – If you are responsible for acting in accord with the guidelines and regulations of your profession, then you need to see the documents that have been developed. How are the documents titled? Do they
refer to guidelines (recommendations) or regulations (legally required) for behavior? Regulations refer to authorities (for example, government) and often specify sanctions for not complying. Policies are procedures for action as set by the organization to ensure that the work gets done. Codes refer to beliefs about the correct conduct for professional behavior.

Ask your supervisor for copies of the ethical and regulatory documents that guide work at the organization. These documents can inform your expectations about the field experience. Become familiar with the resources in your profession by joining professional groups.

*Beyond the Documents* – Some dilemmas cannot be resolved by reading official materials but ethical principles of the profession can be used as a guide. Certain ethical principles are embraced within most professions:

- **Autonomy** – freedom of employees to control decisions that impact on their lives and performance of their jobs.
- **Competence** – promote good by being competent in your work
- **Justice** -- treating others with fairness.
- **Non-maleficence** – avoid harming others.
- **Fidelity** – creating a trust within the organization and with co-workers by honoring your commitments and promises to them.
- **Veracity** – being truthful with the organization and co-workers (full disclosure).
Professional Issues – You may find yourself more aware of the conduct of peers as well as your own behavior with time. Why? Coworkers are not going to disclose their vulnerabilities to a new intern and you may not notice them at first because you are trying hard to learn the rules.

Questionable behaviors that you may want to be aware of are:

- Sexual intimacy between co-workers and/or supervisors;
- Making libelous or slanderous actions against the organization, customers, clients, or co-workers;
- Being threatening toward customers, clients, or co-workers;
- Misrepresentation of one’s qualifications;
- abandoning persons in need;
- Failing to warn others of potential violence;
- Being dishonest in one’s actions.

Questioning your own conduct – For interns, relationships and confidences are particularly challenging areas of concern. Interns are often involved with multiple interactions or relationships with others at the site (as acquaintances, friends, intimates) including collegial relations with staff, peers and supervisors. You should uphold professional obligations first and your commitment to the profession as a way of understanding what is appropriate.
Confidences – This involves a person’s rights to privacy, privileged communication, and confidentiality as well as information disclosure. Privacy involves person’s rights relating to when, where and how information about them is disclosed. Privileged communication is a legal concept that keeps the client from being forced to disclose information. Confidentiality protects a person from having sensitive information disclosed by you or someone else (either on the phone, in person or in email) without authorization. It can become difficult when you are interacting with peers or colleagues. Be careful!

Legal Issues – Criminal justice interns will be governed by legal mandates in most of their work. Other interns may be confronted by legal statutes relating to protective work with dependents. Other legal matters entail liability, malpractice, interventions. Know the legal basis of your organization, if it applies. If you don’t have a good understanding of certain concepts, ask your supervisor about them.

Make sure that your site supervisor is not remiss in training you, giving you inappropriate advice, in listening carefully to your comments about your job, or assigning you to tasks that you are not competent to perform. It should be common sense to know when you are being short-changed with training.

Grappling with Dilemmas – Dilemmas refer to struggles among alternative courses of action that might both be “right”. Toward the end of your internship, you should be
able to ask questions that guide you in resolving such
dilemmas. Three types of dilemma might occur: 1) A
dilemmas that results from your own behavior, attitudes or
decisions; 2) one that results from another person but
affects you; or 3) a dilemma that you observe from a
distance but does not directly affect you.

*Walking the walk* – An ethical issue can be problematic if
you do not manage it effectively. Your approach to a
potential ethical issue should be to anticipate it, rehearse
the best possible response and the worst response as well as
a more realistic response. Try to make wise choices by
considering this model:

1) Name the problem (ascertain if it’s moral, ethical, legal)
2) Narrow the focus (what is most critical about it?)
3) Consult documents such as codes, standards, guidelines.
4) Consider the laws relevant to your work
5) Consult with colleagues who are informed about issue.
6) Determine your goals – what outcome do you want?
7) Brainstorm various strategies and discuss options
8) Consider consequences – look at various perspectives
including the client’s outcomes.
9) Check whether it’s in the interest of the client, whether it
violates rights, is it self-serving, legal/ethical, does it
violate policies, regulations, procedures, standards; does it
promote values in a culturally affirming way?
10) Decide with Care – look over all the information you
have and select a course of action that seems best.
Taking Care of Yourself – We will all confront difficult situations at one time or another and it may be through no fault of our own. Knowing how to respond can make all the difference for your future career. You should take a four pronged approach: 1) Create a crisis resource system (know who, what, and where to find resources and how to mobilize them); 2) Know yourself and your typical reactions (determine how you can be most effective) and remain objective; 3) Create a crisis response plan that involves actions and contacts with first responders; care of yourself emotionally, physically, and academically; 4) Learn from the crisis so that you can apply the lessons to your next situation.
Chapter 12 – Exercise on Professionalism
Chapter 12 – Exercise on Professional Ethics
CHAPTER 13

The Last Mile: Culmination
Chapter 13 – The Last Mile: Culmination

When the end is in sight you will feel very mixed about it because pride will combine with sadness or anger, loss and confusion. You may or may not be ready for the Internship to end. Perhaps you think your work is not done. Further, your web of relationships is changing. Your role and identity will be redefined. The more your work relationships mean to you, the harder it will be to end them. The impact of relations reach their peak near the end of the Internship. Also the external context of your life is shifting and new demands will be made on your time and energy. Papers and final reports are coming due and perhaps you are engaging in a job search. Good-byes are never easy and may be stressful since another set of challenges awaits you. Face the issues and the feelings that accompany the end and they will keep you emotionally alive. You are learning about separation and moving on. If you avoid conflicting feelings you will begin to devalue your internship and may start arriving late or leaving early and you may be less available to your co-workers and supervisor.

The opportunity – Take the time to process and reflect on your experience and take self-inventory. Think about your past issues with leaving other situations. You might recognize that some may have been traumatic or painful. Try not to avoid the negative feelings by working too much. Assess how competent you feel and your notions of success. Some interns think they are not good unless they have made significant changes in their clients (and want to
leave with a sense that they are liked and appreciated by clients or co-workers). This may be asking for too much!

Three tasks of Ending – First, identify unfinished business and then attempt to deal with it. It might be issues with clients, co-workers, supervisors or yourself that take on added urgency as the end appears. Then identify the feelings you have about these issues. Find a safe space to express your feelings with someone you trust. Finally, plan for the future.

Rituals (dinners, recognition events) are often important ways of marking a passage and helping you develop a sense of completion. The ritual helps one recall what was significant and eases the transition.

Finishing your work – What tasks need to be done and what role can you play in getting them done? Either create a set of small concrete projects you might do within the time left or write a summary of the work you accomplished while at the site. This will help with closure. Future planning entails thinking about any possible involvement with the site after the internship ends. Coming back for a visit is fine as long as you don’t promise what you cannot deliver. Promises to visit may help you avoid separation but set clear goals for yourself and your clients.

Unfinished business – Review any goals you developed with your clients and discuss the client’s progress. Think about the change that has taken place over time. Reflect on the positive. Be clear about any work that remains to be
done before the end. Work with your supervisor to review info about each clients and how you feel about their cases. Think about how your clients will react and prepare yourself for your own feelings.

*The Future* – Reestablish your goals for the future. Think about who will deal with your projects after you leave. Discuss the transition with your supervisor and co-workers. Work with the new person and start the process going before your last day on the job. Think about any relations you may want to maintain after you leave the site. Social relations with clients should be discouraged.

*Good-bye to your supervisor* – Relationship with supervisor can be the most significant. It depends on how you feel about each other. A range of feelings may be present. If relation was cold or not good, goodbye is easy. Evaluations are very important. Be familiar with the form and have an idea of what to expect. (Complete the form about yourself ahead of time and think about your own performance). There should be a conference that happens around the time of the evaluation and it should last about one hour. Set up a formal, scheduled time so that it actually gets done. Cognitive and affective issues should be addressed. Prepare for the conference beforehand. Reread your journal and think about how you will react to both praise and criticism. Participate honestly and openly in the process to learn the most.

*Cognitive* – In the evaluation, working performance, learning, and where you have been effective should be
discussed. Both your perceptions and your supervisor’s are important. Refer to your own written goals and objectives when you discuss your learning. Balance the positive and negative. Constructive criticism can be very useful and the areas that you need to work on should be mentioned.

Affective – Affective issues may be discussed at the same time or separately. Talk about feelings about one another and about ending the internship. Some supervisors are more willing to share than others. Be clear about how you feel and then you can make a choice about what to share with your super.

You may also want to offer feedback to your supervisor. Tell about what went well and what areas should be improved. Think carefully before offering criticism unless it is requested. Remember, your supervisor has power to write letters, recommend job openings, and even has input on your grade. Your instructor may be a good resource now. If you want a letter of recommendation, ask for it at the evaluation meeting while you and your performance are still fresh in the mind of your supervisor. Ask if supervisor feels comfortable writing a letter of recommendation for you, and make clear what your future goals are (school, work, job). Give the supervisor plenty of time (3-4 weeks) and let your supervisor know if there’s a deadline. Provide forms, envelopes, stamps, etc.

Saying Goodbye to the Placement – Most of us don’t want to leave without some sort of acknowledgement on the last
day. You may have to take the initiative because workers get so busy that they forget or don’t want to deal with the emotional issues. Don’t leave feeling unappreciated, unfinished or empty. A ritual may be in order for the last day. Speak with your supervisor or coworkers about a lunch or cake. Be clear about what you need. If there is no time for a group activity, then schedule 15-minute sessions with your co-workers.

Many supervisors may not think of it on their own, so take the initiative and schedule some time with others. Give others feedback about what you have learned from them, what you appreciate about working with them, and how you feel about them. Say what you need to say and the experience will be a success.

**EPILOGUE**

The stages you have experienced will occur again in other settings (For example, new jobs). The learning from this I will stay with you and these are valuable skills that you can continue to use. In the future, the concerns of each stage will feel familiar to you and you can work your way through barriers with more confidence. Keep a journal over time and reflect on what you have written on a regular basis. Hopefully, you have learned about how you respond to challenges and why. Self-understanding is a process and you have tools that will become second nature to you.
**Putting Together a Portfolio:** Creating a portfolio can be an asset when you seek employment or pursue graduate studies. You might include journals or reflections on your work, sample projects that you completed as an intern, performance reviews, or other significant evidence of your talent and growth. To create a portfolio, you could begin by exchanging ideas with peers about what should be included in the portfolio, you might also think about the contents of this portfolio and how you might want to package them, you could brainstorm various methods or themes for creating the portfolio and then you should collect the actual documents as well as put together the final format.

**Looking Forward** – Even though your internship is over and new challenges await you, you have experience in processing the stages of change that will accompany other jobs and life encounters. The stages of growth will be experienced again but they will not be the same the second or third time. The learning you have mastered will go with you. Skills that you developed in one setting can be used again and will grow as well as be integrated into your professional demeanor. You now know what to expect from any new job or learning opportunity.

In a future learning environment, you will be able to handle issues in a new way but the concerns you encounter may be more familiar. You may want to keep your own journal to reflect on your stages of growth. You have also learned a great deal about yourself and how you respond to common
challenges. Of course, we all recognize that self understanding is a process that continues over the lifespan.
Chapter 14 – Exercise on Culmination

How do you typically handle situations that involve your leaving? To what degree is the experience difficult for you?

What will be the most difficult task for you in ending your internship?

How will arrange to say goodbye to your clients/co-workers/supervisor/others at the site?
EVALUATION OF YOUR INTERNSHIP SITE

NAME OF SITE: ____________________________

YOUR NAME: ____________________________

WHICH OF YOUR ORIGINAL GOALS DID YOU ACCOMPLISH THIS SEMESTER? (Please state what the goals were)

TO WHAT DEGREE DID YOU MEET YOUR GOALS, OVERALL? (Please circle)

<table>
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<th>Extremely Well</th>
<th>Well</th>
<th>Adequate</th>
<th>Less than Adequate</th>
<th>Not at All</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

TO WHAT WOULD YOU ATTRIBUTE YOUR SUCCESS OR LACK OF SUCCESS IN MEETING YOUR GOALS? (Please explain).

TO WHAT EXTENT WOULD YOU RECOMMEND THIS SITE TO OTHER STUDENTS?

<table>
<thead>
<tr>
<th>Highly Recommend</th>
<th>Recommend</th>
<th>Not Recommend</th>
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<td>3</td>
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CONGRATULATIONS

• You have now completed your Field Placement!

• Be sure to obtain an evaluation from your site supervisor.