

Department of Individualized Studies



Hello
my name is

INTERN



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Internship Program 2019-2020

The best place to find current information about the Individualized Studies Internship program is here:
www.winona.edu/individualized-studies/careers-internships.asp

Internship Checklist

Pre Internship:

- Step one:** *Meet with the internship supervisor* (Dr. Tammy Swenson Lepper, PAC210; tswensonlepper@winona.edu) to talk about the internship program.
- Step two:** *Find an internship.* Use the resources listed in this packet and your networking skills to find a professional-level internship. Your responsibilities in this internship should be at a professional level and should be related to your degree focus. There are many websites listed in this packet to help you get started. Also, check out Winona State's [Career Services' website](#), as they list internships there as well.
- The department doesn't find you an internship because we believe your best experiences and best chances of success come when you initiate an internship contact that is of interest to you. Additionally, the internship search process is a great warm-up for the job search process you will have to embark on after graduation.
- Step three:** *Decide how many credits you want to take with your internship.* As an Individualized Studies student, you may take up to 12 credits of Internships (3 graded; 9 P/NC). It is important to keep the [credit equivalencies](#) in mind when determining the amount of time you can commit to an internship. A **three-credit** internship requires at least **120** hours of onsite work; a **six-credit** internship, at least **240** hours of onsite work.
- Step four:** *Write your internship proposal,* using the form the internship director provides. A copy of the form is in this packet, but you should go to [the Individualized Studies website](#) to download the most current version.
- Step five:** *Register for your internship.* Once your internship proposal is approved, you will receive an email confirmation to your WSU email account granting your permission to register for the Internship(s).

During the Internship:

- Step one:** *Keep a journal of your experiences as an intern.* Using the [terms and theories](#) described in this packet and others you are familiar with from your previous coursework, relate the terms and theories to specific internship experiences. Post these journals weekly to D2L. These journal entries will form the foundation of your internship paper. Over the course of your journals, you should include at least three theories and 20-25 related, relevant terms. See the grading rubric later in the packet for details about how you should write your journals.
- Step two:** *Schedule a mid-semester internship review* with your site supervisor and the internship director. This meeting will allow everyone to check and make sure expectations are being met.

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Post Internship:

Step one: ***Write your internship paper.*** This paper should be 12-15 pages long and should reflect the terms and theories you have discussed in your journals. It should not be a simple summary of your journals. Instead, it should be a synthesis of your experiences, along with five to seven lessons, based on your experiences and terms and theories you have learned that will guide you in your professional work in the future. See the [grading rubric](#) that follows for details on this paper.

Find an Internship

How do I find an internship? Talk to friends and family. Talk to recent graduates. Look through the Yellow Pages (hard copy or online) for the city in which you are interested in interning, and look under a variety of headings such as government offices, non-profit organizations, communication consulting, consulting, etc.

Also check career-related sites for job postings in your area of interest (such as public relations, human relations, or marketing, for instance) and contact these businesses to inquire if they also have internships. Often, if a company can't find the right candidate for a job, you can fill the spot temporarily as an intern or assist the person currently covering the job. Look at [Warrior Jobs](#). Use LinkedIn to its full advantage; look for job and internship postings. **Make sure your LinkedIn account is up to date!** Or, if you don't have time for any of that, try one of the web sites listed below for the geographic area/city/state in which you are interested in working:

- <http://www.acinet.org/>
- <https://www.td.org/> (home page for the Association for Talent Development — a training and development source; lots of free articles on training and trends!)
- <http://www.careerbuilder.com/>
- <http://www.careerowlresources.ca/>
- www.careerplanit.com
- www.careers.wsj.com
- <http://www.collegegrad.com/>
- <http://www.coolworks.com/> —Mostly a summer job site, but does list some internships. The jobs are all in interesting locations.
- www.dice.com
- www.employmentguide.com
- <https://www.glassdoor.com/index.htm> — one of the best places to look for evaluations of workplaces, along with job listings.
- <https://www.globalexperiences.com/>: You pay to intern abroad, but once accepted, they have a 100% placement rate.
- www.iabc.com (home page for the International Association of Business Communicators; lots of great resources but many are members-only)
- www.idealists.com (non-profits) This website provides job listings and internships for people interested in working primarily for nonprofits.
- www.indeed.com
- www.internabroad.studyabroad.com
- <https://www.looksharp.com/internships>
- www.internshipprograms.com
- www.job-hunt.org

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- www.jobbankusa.com
- www.jobs.net
- www.latpro.com
- <http://www.linkedin.com/>
- www.monster.com
- www.quintcareers.com
- <http://www.rmfamily.com/sites.php?site=humansalar> (check out this one! Salary info from all different kinds of fields!)
- <https://www.glassdoor.com/Salary/USA-Today-Salaries-E22326.htm>
- <http://usatoday30.usatoday.com/money/jobcenter/default.htm> This is *USA Today's* job site. You may find internships here as well.
- <http://www.youtern.com/> This is an internship matching site.

Internship Proposal Form

(REMEMBER: Find the form on the Individualized Studies website)

Individualized Studies

INTERNSHIP PROPOSAL AND CONTRACT

Individualized Studies

INTERNSHIP PROPOSAL AND CONTRACT: PART ONE

Your name:	Warrior ID#:	
Address:		
E-mail address:	Your cell phone number:	
Total number of credits completed:	Your Overall GPA:	

Note: This page is for WSU internship instructor. You do not need to disclose this to your internship site supervisor (the person for whom you are working during your internship).

_____ You should submit this page, along with your DARS or transcript to your WSU faculty instructor for the internship **before** you complete Part Two.

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Individualized Studies

INTERNSHIP PROPOSAL AND CONTRACT: PART TWO

Your name:		Warrior ID#:	
Internship Position Title:			
Dates of internship (15 weeks, maximum)	Start date:	End date:	
Check the type of internship you are doing:			
INDS398 (For a letter grade) <input type="checkbox"/>	INDS399 (Pass/No credit) <input type="checkbox"/>		
Number of INDS398 credits you are applying for (maximum of 3):			
Number of INDS399 credits you are applying for (maximum of 9)			
Hours per week:			
Name of internship supervisor and supervisor's title:			
Organization name:			
Email address:	Phone number:		
Mailing address:			
Paid or Unpaid?			
<p><i>Using the space below, provide a job description. Include a complete description of the intern's assignments including any expected achievements such as a writing a report, creating a program or system, and milestone expectations. The activities to be performed for the internship must add up to a meaningful learning experience, not just a "part-time job." Therefore, the tasks described should entail significant responsibility. Use as much space as you need.</i></p>			
<p><i>Using the space below, describe your internship objectives and the expected learning outcomes. Use as much space as you need.</i></p>			

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Using the space below, Describe the nature of any present or previous employment of the intern with this organization.

The on-site supervisor will be asked to submit a written evaluation(s) of the intern's performance.

On-Site Supervisor Signature

Date

Instructor Signature

Date

Student Signature

Date

Requirement:

You, as the student, are responsible for obtaining the On-Site Supervisor signature on this form and the Instructor's signature.

Note to student: WSU transcript must be submitted with this proposal along with a WSU Internship Application (application form available at the Warrior Hub in Winona or the Student Campus Services office in Rochester). Student is responsible for obtaining the On-Site Supervisor signature on this form and the Instructor's signature on both this form and the WSU Internship Application. If you are taking the internship for both P/NC and letter grade you will need to complete two WSU Internship Application forms. Return these forms to your INDS Advisor when completed and for more information on next steps.

Terms and Theories

You should cluster the terms you use with relevant theories. You may use other terms; this list is just to get you started.

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Health Communication (Only use health communication terms if your internship is health-related)

Theories:

- Cultivation theory
- Social comparison theory
- Theory of normative social behavior

Terms:

- Health communication
- Physician-center communication
- Collaborative communication
- Motivational interviewing
- Depersonalization
- Patient satisfaction
- Patient/caregiver role sets
- Health information
- Health crisis management/ health crisis communication
- Health promotion
- Health campaigns
- Social support
- Patient-caregiver communication
- Informed consent
- Privacy and health

Intercultural Communication

Theories:

Terms:

- If you use terms from this course, please identify them as being from this course in your journal(s) and final papers

Interpersonal Communication

Theories:

- Expectancy violations theory

Terms:

- Relational and content meaning
- Self-disclosure
- Active listening
- Social capital
- Social networks
- Identity management
- Transgressions
- Social support

Organizational Communication

Theories:

- Classical bureaucracy theory of organizations
- Cultural perspective on organizations (cultures and subcultures)
- Theory X and Theory Y
- Human resources theory

- Blake and Mouton's managerial grid
- Systems theory
- Leader-Member exchange theory
- Transactional vs. transformational leadership

Terms:

- Bureaucracy
- Organizational assimilation
- Organizational socialization
- Customer service
- Equivocality
- Equifinality
- Partial inclusion
- Participative systems

Persuasion and Advocacy

Theories:

- Elaboration likelihood model
- Social judgment theory
- Cognitive dissonance theory
- Impression management theory
- Information processing theory
- Reinforcement Theory
- Language Expectancy Theory
- Mere exposure theory

Terms:

- Persuasion
- Coercion
- Self-persuasion
- Credibility
- Physical appearance and persuasion
- Sleeper effect
- Counter-attitudinal advocacy
- Signs and symbols
- Halo effect
- Connotative and denotative meaning in relationship to persuasion
- Foot in the door technique
- Propaganda
- Audience effects
- Attitudes
- Associate networks
- Hard sell strategies
- Arguments: quality and quantity
- Motivational appeals
- High quality arguments
- One sided arguments
- Image oriented advertising
- Commitment 'growing legs'
- Intrinsic and extrinsic motivation

- Language intensity
- Activation of personal commitments
- Compliance
- Compliance gaining
- Reference groups
- Deindividuation
- Pre-giving

Small Group Communication

Theories:

- Functional Approach to Group Decision Making
- Structuration Theory
- Symbolic Convergence Theory
- Punctuated Equilibrium
- Systems theory

Terms:

- Norms and norm emergence
- Roles, role functions, and role emergence
- Cohesiveness
- Conflict and social climate
- Group decision making and problem solving
- Multi-sequence model of group decision making
- Unitary model of group decision making
- Leadership emergence in small groups
- Power, trust, group climate
- Group culture
- Group formation
- Groupthink
- Primary and secondary tension

Journal Format

(NOTE: THESE FORMS ARE AVAILABLE IN D2L WHEN YOU ARE INTERNING)

Part One: Describe a specific communication-related experience you had during your internship this week. Be detailed in your description. This description should be one to two paragraphs long. You may also provide a work sample that you completed and explain the process you took to get you to this point.

Part Two: Relate your experience/work sample to specific terms and theories you have learned in your Individualized Studies course work. Each week, you should strive to relate the experience to a set of related terms and theories. (See list of terms and theories later in this packet.)

Part Three: What is one lesson you can take away from this experience/work sample for your professional career? Why is this an important lesson for you and for other interns?

Internship Paper Grading Rubric

To pass the internship, you must be **proficient** in all areas of the internship paper.

Paper Requirements	Exemplary	Proficient	Marginal	Unacceptable	Not Present
Describes organization, including its mission, structure, and tasks/products	Provides a detailed description of the org., its mission, structure, and tasks/products, making it clear that the intern has an in-depth understanding of the organization	Provides a basic description of the organization, its mission, structure, and tasks/products.	Some description is present, but detail is lacking in one or more of the following: its mission, structure, and tasks/products	Description that is provided is vague and ill-defined. It is not clear that the intern has an understanding of the organization	
Describes purpose, goals, and job description of internship	Provides a detailed and well-laid out description of the purpose, goals, and job description of internship	Provides a basic description of the purpose, goals, and job description of the internship	Some description is present, but detail is lacking in one or more of the following: purpose, goals, and job description of the internship	Description that is provided is vague and ill-defined. It is not clear that the intern understood the purpose, goals, or job description of the internship	
Describes accomplishments and experiences of internship	Provides a detailed and well-laid out description of the intern's accomplishments and experiences	Provides a basic description of the intern's accomplishments and experiences	Some description is present, but detail is lacking in one or more of the following: accomplishments and experiences	Description that is provided is vague and ill-defined. It is not clear that the intern could describe his/her accomplishments and experiences	
5 to 7 lessons that will guide your professional work in the future	Provides a detailed and well-laid out description of the intern's 5 to 7 lessons that will guide your professional work in the future	Provides a basic description of the intern's 5 to 7 lessons that will guide your professional work in the future	Some description is present, but some lessons are unclear or described too vaguely	Description that is provided is vague and ill-defined. Lessons are either not provided, are too vague, or are unsupported by what the intern did	
Synthesizes experiences, lessons, and terms and theories into a cohesive, well-organized paper	Provides a well-thought out and organized paper where experiences, lessons, terms and theories (20-25 terms, 3 theories) are integrated into a cohesive whole. Terms and theories are clearly defined.	Relevant terms, theories and lessons are present, but some cohesiveness is lacking. (20-25 terms, 3 theories)	Lacks cohesiveness and terms and an inadequate number of terms and theories are present	It appears that random terms and theories have been incorporated without a sense of how the terms and theories are related together; inadequate number of terms and theories are provided	
Relates experiences to INDS major program outcomes discussed in proposal	Provides detailed and well-thought out discussion of how the experiences of the internship helped the student meet at least 3 of the Individualized Studies department's outcomes for their major option (or student details why	Discusses outcomes, but some details are lacking.	Lacks understanding of outcomes, though they are listed. Program outcomes are discussed in conjunction with experience, but discussion is vague.	Little or no attempt made to relate experiences to program outcomes, though outcomes may be listed.	

Paper Requirements	Exemplary	Proficient	Marginal	Unacceptable	Not Present
	outcomes were not met in the internship)				
Paper is well written and is mechanically correct (includes spelling, APA style, grammar, punctuation, sentence structure, etc.)	5 or fewer mistakes per page	10 or fewer mistakes per page	15 or fewer mistakes per page	More than 15 mistakes per page	

Sample Internship Proposal

INTERNSHIP PROPOSAL: INDIVIDUALIZED STUDIES -- GENERAL					
Your name:	Erik Engstrom		Today's date:	[REDACTED]	
E-mail address:	[REDACTED]		Your cell phone number:	[REDACTED]	
Number of credits completed in Individualized Studies – General major:	[REDACTED]		Your GPA:	[REDACTED]	
Name of internship:	H2O College Ministries – Leadership Director & Social Media Director				
Dates of internship:	Start date:	May 1, 2016	End date:	August 30, 2016	
Hours per week:	35-40		Number of internship credits you are applying for (1-12):	9	
INTERNSHIP SUPERVISOR (YOUR SUPERVISOR AT YOUR INTERNSHIP LOCATION)					
Name of internship supervisor:	Daniel Olson				
Organization name:	Pleasant Valley Church – H2O College Ministries				
Email address:	[REDACTED]		Phone number:	[REDACTED]	
Mailing address:	[REDACTED]				
NOTE: Your internship supervisor should email or mail the job description, their expectations for your internship, and their willingness to supervise your internship to the INDS internship director.					
Using the space below, provide a bulleted list of the duties of the internship. (This is what you expect to do during your internship; it should expand on the job description provided in the email or letter from you internship supervisor). Use as much space as you need.					
Expand on the job description your supervisor provided. Note which duties are your strengths and which you hope to work on during your internship.					
The job description must indicate that you are performing professional level duties.					
<ul style="list-style-type: none"> Leadership Director – create and develop a leadership booklet by June 15, 2016. Writing this booklet will require leadership readings. I will then teach a class every week on leadership during the school year. I will develop upcoming leaders by mentoring 					

2 students bi-weekly throughout the semester. **STRENGTH.** I am very passionate about leadership. I have studied leaderships throughout my college career and have obtained multiple leadership positions.

- Social Media – maintain and manage the social media platforms (Facebook, Twitter, & Instagram) for H2O College Ministries as well as Pleasant Valley Church. Social media will involve using 3 different social media platforms (Facebook, Twitter, and Instagram). Every week I will create an event page for the weekly events H2O and Pleasant Valley will be hosting. Every Thursday will include a social media meeting discussing what needs to be shared with the church and college ministry that week. From there I will connect with specific people to gather correct information (staff of PV, members of the church, or faculty of St. Mary's). My role with social media also gives me the liberty to be creative. I will be given the responsibility to create graphics or take photographs for specific events. I will gather social media growth data from May 1 – August 15. My weekly goal for social media will be to post 3 times on Instagram, 2 times on Facebook, and at least once on Twitter. Come August I will create specific events for incoming freshman and transfer students. **HOPE.** I hope to grow in this area. While growing up in a generation where technology is our 'right hand' I hope to learn to engage with multiple generations and expand communities outside of Winona, MN.
- St. Mary's – It will be my responsibility to reach a new community that H2O has yet to connect with. H2O has specifically been focused on WSU students, but I was asked to create a way to involve H2O with new people. This summer I plan to connect with Hannah Stewart, on staff with St. Mary's, by June 1. I will then start to plan a SMU leadership team. I will recruit and train individuals for the opportunity to lead a small group on the St. Mary's campus. With the beginning of a new campus, my goal is to have 2-3 student leaders for SMU. By July 20th, I hope to have scouted space at SMU where my student leaders could regularly host their small group. **HOPE.** This is new territory for me. While people are a strength of mine and meeting new people is never really a difficult area, the strategy behind this will be challenging.
- Speaking – occasionally I am given the opportunity to speak at different events. Whether that be a Worship & Prayer night for the entire church body, announcements, welcome, and giving messages at H2O's Breathe night (our college church night). While numbers may seem to decrease in the summer, many of our college students stay in Winona. H2O will host chapels every week throughout the summer. I will be speaking at 2 of the chapels. To grow in public speaking I will be attending a sermon prep meeting every week to assist the senior pastor in his messages. I will also have one on one meetings bi-weekly with the senior pastor to give me feedback on my public speaking roles. **STRENGTH.** Public speaking is a very large strength of mine. I love speaking in front of large crowds or small groups.
- Creative Arts – Multiple events throughout the year require different elements to communicate to audience. Videos, photographs, interactive pieces, stage sets, conference ideas. In the summer months, I will be in charge of photography at the church. I will take pictures of Sunday mornings, small groups, Celebrate Recovery, and many other events. I will also be required to use Adobe Photoshop and Illustrator to create graphics for the different social media platforms. These posts will happen on a weekly basis. Come August, I will be required to create the different creative art examples for NSO week (events, banners, booklets, etc.) **STRENGTH.** I believe communication isn't just through words. In the nonverbal course we learned multiple other signs that communicate to people. While the course focused on physical or body language – environments can communicate just as much.
- NOTE: my work will not specifically be with just college students. Some of my work requires me to work for large church.

Using the space below, describe how you will be trained for the duties of your internship. Use as much space as you need. This is something you should discuss with your internship site supervisor before you start your internship.

There are multiple different areas to be trained for my duties. I will have weekly meetings with the previous social media director talking and brainstorming ideas to communicate via CMC. I will have monthly check-in meetings with my supervisor (Daniel Olson), where we will converse over what is being worked on, what our plans are for the future, and a training piece as to how to grow and develop these areas into strengths. I will also be supported behind the entire church staff, all are willing to meet one on one to give advice and instruction how to do this job to the best ability. I will be sent to a leadership conference to develop new skills and knowledge. I am allowed to purchase any book that focus around my area of responsibility.

Lastly, the most influential piece to my growth and training for my duties is the “School of Ministry.” This is a classroom setting lead by the Head Pastor, Brandon Zieske. Brandon will meet with us every other Wednesday to teach us biblical wisdom, church strategy, and develop our communication skills. Throughout the internship we are required to read ten books: “How to Read the Bible For All It’s Worth,” “More,” “How to Win Friends and Influence Others,” “Interpreting the Pentateuch,” “A Work of Heart,” “Unleashing the Power of Rubber Bands,” “Evangelical Convictions,” “How People Grow,” “Financial Peace,” and “Tale of Three Kings.” We are also required to write multiple papers describing what we learn from these books and how we can apply each one to our jobs. Brandon also spontaneously asks us to give speeches during the classes on devotional material, coaching, teaching, or advising.

Hints from Former Interns to Make Your Internship a Success

As you begin considering where to find an internship, you need to ask yourself several questions. First, what time will work best for you? Next, what do you expect from the internship experience? The more carefully you pick your site, the more return you might receive from your investment of time and effort.

Consider these suggestions from former interns:

Keys to Successful Interning

- **Your interests and skill set** (know what you do well and match it to the employer’s needs)
- **Organized hiring process** (has this company had interns before?)
- **Orientation** (will you receive an introduction to the company’s culture, policies, and procedures before you jump into your job?)
- **Mentoring** (do you have at least one ‘point person’ who is willing to serve as your contact while you are on the job?)
- **Gradual increase in responsibilities** (will you have the chance to suggest other duties or projects if you prove yourself early on?)
- **Strong company leadership** (is the company stable, and not in the midst of crises and change such as takeovers or downsizing?)

(Credit/thanks to CMST graduate Erin Agar!)

Tips for a Successful Internship in the INDS Department

--Tips from Ben Sparks, a CMST alumni

1. Research

Before applying for an internship, be sure to research the company. Knowledge of the company and its atmosphere can prove very beneficial. Instead of the site supervisor explaining what the company is all about, use your knowledge of the company to show them you've come prepared. This will set a standard for the internship. They will spend less time babying you and more time involving you in important tasks.

2. Establish Expectations

Every week, know what is to be expected of you. Clearly communicate between campus advisors and site supervisors to know what they both require. There is work to be done between the two. It is much less stressful when you understand and communicate to both of these parties that you know what is to be done and when.

3. Take Notes

Whether it is in the internship or in the real world note taking will always have its advantages. Trying to remember the details of a task is much easier when you can look back and clearly see the expectations. This has helped especially when there is a discrepancy with your site supervisor. You will be able to show them the notes and pinpoint where there was a miscommunication.

4. Start Journals EARLY

Don't overlook this step. When you write journals on a scheduled basis, it's easier to recall with accuracy why the particular event was so critical to your major. Details will help you be proficient in this area. Incorporate your knowledge of Individualized Studies and look for [terms and theories] throughout your experiences.

5. Follow Through

If you agree to accomplish a task, finish it thoroughly. Employers will be seeking someone they can rely on. You can establish a trust with your site supervisor that they will value, probably more than you realize. Reliability is too often overlooked. This will be reflected in your letter of recommendation and future employment opportunities within that company.

Hints for Successful Internships from a Winona-Area Employer

The concept of a student internship as a mutually beneficial relationship between student and employer has been repeatedly proven across all the segments of the economy. A quick search of the World Wide Web finds a wide range of listings for programs that seek to provide meaningful work experiences outside the confines of the classroom.

From the employer's standpoint, a qualified intern can be a valuable asset to the company, particularly where departmental resources are outstripped by demands. In referencing the issue of "qualified," **two** factors come to mind. First is the issue of personal and academic maturity. As a generalization, students are best suited to assume an internship at the end of their sophomore or junior year. A student joining Peerless as an intern is expected to jump right in; there is no training period per se. The ability to relate to others in the company as well as work independently is a major requirement here at Peerless. The second qualifier would be in the area of business skills. From a marketing viewpoint, this means the ability to use a PC to conduct Internet research, as well as perform analytical tasks using programs such as Excel.

In addition to contributing during an internship, there is the issue of future employment. Assuming that a position is available, an internship is an excellent means to gauge the fit between the student and the company providing the internship. It's a little like the courtship that takes place before the commitment of marriage.

Beyond the immediate employment possibilities, the issue of the first job cannot be overlooked. While extracurricular activities and after-school jobs are relevant, the impact of an applicable internship on a resume cannot be underestimated. To that end, a student is best advised to seek an internship that is relevant to the degree and personal career goals he or she is pursuing.

At Peerless, we have had an internship program in place for over ten years. We have had students join us in accounting, information services, manufacturing and marketing. Students have come from Winona State and St. Mary's. While we have considered drawing from the local two-year college, it has been our experience that the amount of time available for the pursuit of an internship is very restrictive. We have found that for the internship to be meaningful, a student should be able to spend at least two to three half days at Peerless. Underscored during the interview process is the fact that school comes first. If a paper or pending exam is an issue, those events come first; Peerless comes second.

If a student sees the value of an internship, he or she should contact not only local companies that have internship programs but also smaller companies that have yet to seize the moment. In short, the student may need to sell the company on the mutually benefits of starting an internship program. It certainly has been my personal experience that an intern can be a valuable adjunct to a marketing department. So in summary, if at all possible, a student is well advised to seek out internships available, or potentially available, in the local community either during the course of the school year or during the summer break.

—Written by Rich Kuroski, Marketing Director, Peerless Chain, Winona