



STUDENTS' GUIDE FOR INTERNSHIP PLANNING

AN EQUAL OPPORTUNITY EMPLOYER/PROGRAM

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DEFINING AN INTERNSHIP

The National Association of Colleges and Employers (NACE) defines internships as:

“a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.”

This guide was developed in support of students seeking an internship as a career pathway to a future career. The workforce landscape is changing, and students must have the necessary tools to be successful no matter their career path.

Research has proven internships are effective in helping individuals gain experience and insight into prospective careers. This guide lives at the intersection of a committed partnership between a **GO Virginia** grant, **Virginia Career Works - Piedmont Region**, employers, educators, and students.

We encourage you to adapt and adjust this guide to fit the needs of you and your diverse students. Additionally, we invite you and your students to take advantage of our other tools available on our [website](#) to support their career goals as they begin to enter the workforce.



PIEDMONT REGION



VIRGINIA INITIATIVE FOR
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PIEDMONT REGION

TYPES OF WORK-BASED LEARNING?

Work-Based Learning (WBL) consists of school-coordinated workplace experiences in partnership with local businesses and organizations based on student career interests and goals. WBL students apply classroom instruction in a real-world business or service-oriented work environment. It is essential to be aware that various types of work-based learning opportunities are available, each with unique characteristics and requirements. Understanding these different types of work-based learning will help you make informed decisions and choose the option that aligns best with your career goals, interests, and life situations.

Apprenticeship

An **apprenticeship** is an intensive one-on-one training program where individuals learn a specific profession or trade through hands-on experience, close supervision, and sometimes classroom instruction. Unlike an internship, an apprenticeship demands more commitment and intensity.

Co-op education

Cooperative education, also known as a **co-op**, combines classroom learning with real-world work experience. It is similar to an internship but is more seamlessly integrated into the school curriculum. Co-op education offers extended duration of experience compared to internship.

Externship

An **externship** program provides students with brief real-world industry experiences through a collaboration between schools and businesses. It is similar to internship but has much shorter time duration.

Internship

An **internship** is a temporary position offered by a company or organization to provide practical experience and training to students or recent graduates. Types of internships are explained in the following page.

Job shadowing

Job shadowing is a form of training that allows students to follow and observe professionals to understand their day-to-day activities in the workplace.

Service Learning

Service learning is an educational approach where students gain valuable learning experiences by engaging in community service.

TYPES OF WORK-BASED LEARNING?

For-credit internship



A for-credit internship is an academic program that focuses on a specific topic and grants college credit to participating students. It is typically integrated into university coursework or a specific class.

No-credit internship

Typically, internships do not provide college credit by default, making them no-credit internships. If you desire university credit for your internship, specifically search for for-credit internships.

On-location internship

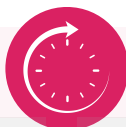


On-location internship requires physical presence at a specific location.

Virtual internship

A virtual internship, also known as a remote or online internship, allows participation without being physically present.

Full-time internship



A full-time internship is an internship where the intern works for a standard full-time schedule, typically around 35-40 hours per week. I

Part-time internship

A virtual internship, also known as a remote or online internship, allows participation without being physically present.

Semester internship



A semester internship is an internship program lasting and corresponding with a full college semester.

Summer internship

A summer internship is a program that takes place during the class-free summer months between school years.

Paid internship



Some internships, being job-like experiences, often come with compensation, typically in the form of a paid internship.

Unpaid internship

An unpaid internship is not financially compensated. It's important to note that there are legal restrictions on the tasks and workload assigned to unpaid interns, so it's crucial to be aware of your rights in such situations.

WHAT ARE THE BENEFITS?

Students	Employers
Learn about different career paths of interest.	Create a pipeline of trained talent for future recruitment.
Invaluable networking opportunities that support future employment.	Build a network with schools and career centers for future employee references.
Gain valuable experience and exposure to specific fields.	Nurture the local workforce and community to develop next generation of skilled workers in field.
Develop skills necessary for success in careers.	Help staff develop their leadership skill by letting them coach the interns
Experience firsthand the day-to-day job duties in the chosen field	Assess and develop talent for long-term retention.
Exhibit and hone soft skills which can be transferred to future roles.	Obtain fresh perspective, new ideas and up-to-date knowledge from the interns.
Earn income/credit/certification while pursuing career goals.	Provide cost-saving option for employers through wage-matching programs, etc.

VCW — PIEDMONT'S EXPERIENTIAL/ WORK-BASED LEARNING

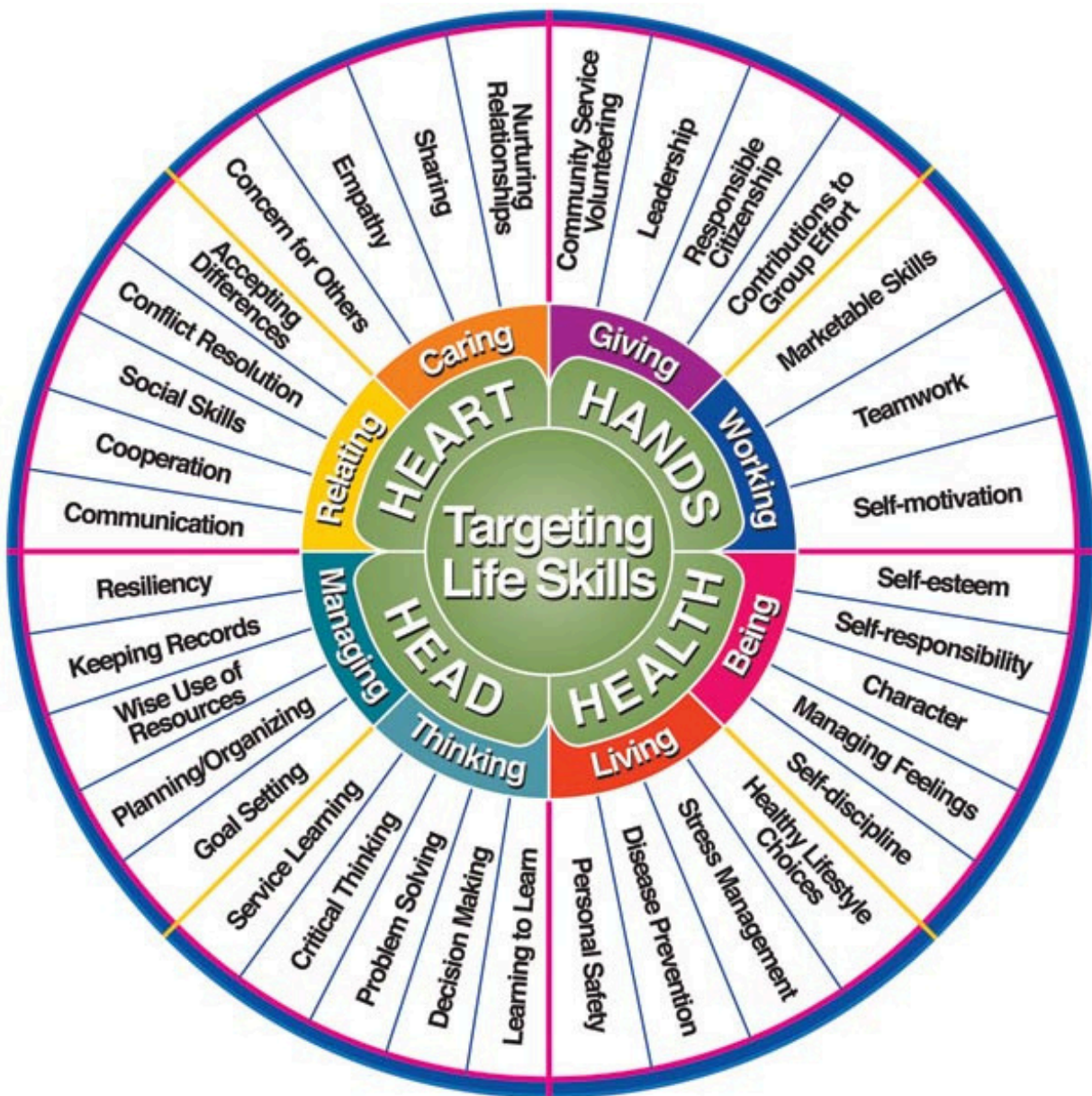
VCW — Piedmont identified some core elements for students' success in experiential learning opportunities. The five (5) E's objective think about our regional's workforce needs and cross-pollinates with both the Kolb Learning Cycle and 4-H's Experiential Learning Model. At the intersection lies the success of Virginia's Piedmont Region students developing their career paths.



LIFE SKILLS MODEL

Targeting Life Skills Model

The Targeting Life Skills Model developed by Patricia Hendricks (1998) of the Iowa 4-H supports positive growth and development of youth. VCW-Piedmont support utilizing this 4-H model to influence holistic career pathway building. The soft skills are valuable to success in an internship. Employers look for these skillsets when assessing candidates.



UNDERSTAND THE INTERNSHIP PROCESS

Know what to expect

By familiarizing yourself with the internship process, you will be able to develop skills for future job processes, but also learn what to expect when starting your career journey.



Pre-Assessment

- Career Interests Survey
- Resume and/or Cover
- Attending Career Fairs
- In-person or virtual interview
- Work Sample (if applicable)



Experience (During)

- Orientation
- Work on Projects
- Apply knowledge to work
- Ongoing Feedback and Check-ins



Post-Assessment

- Evaluation with employer/supervisor
- Reflection with school
- Career Journey Next Steps

HONE SKILLS FOR THE WORKPLACE

Connect tasks and competencies to workforce application

Students engage with a variety of tasks and competencies in the classroom. Develop communication skills and a portfolio of skills and certifications to present to prospective employers. Know and show your worth.



PREPARE FOR AN INTERNSHIP

Obtaining an internship is a process similar to obtaining a career. Students should be prepared for the process from getting their application materials prepared to interviewing.

Prerequisites for interns	Onboarding items for interns
Fill out an application.	Technology
Write a resume and/or a cover letter.	ID/Badges
Attend internship seminars/ academy.	Parking
Submit transcripts or waivers.	Tour of workspace
Get a physical examination (if applicable).	Materials and equipment needed
Request early release waiver.	Human Resource (HR) paperwork
Plan on relocation and transportation.	ADA Compliances
	Emergency protocols
	Other company related processes

CHECKLIST FOR INTERNSHIP

Application Process

- Research internships, career pathways and target companies.
- Update your resume
- Write a cover letter
- Gather supporting documents like transcripts and recommendation.
- Note application deadlines and set reminders.
- Prepare a portfolio if applicable.
- Proofread all application materials.
- Submit applications online as instructed.
- Follow up with an email expressing continued interest.
- Prepare for interviews
- Dress appropriately.
- Keep track of applications and follow-up actions.
- Evaluate internship offers
- Start an internship

Orientation

- Review company's mission, values, and structure
- Introduce yourself to team members and staff
- Overview company policies and procedures
- Explore training and other resources
- Ensure information of the following items are provided
 - Parking
 - Work Station
 - Specific Work Day/ Time
 - Office Hours/ Break/ Lunches
 - Equipment Policies
 - Computer Use Policy
 - Pay period/ pay information
 - Emergency Protocol
 - ID/ Badges
 - ADA Compliance
 - Computer Use Policy
 - Other Company Related processes

MAKING THE MOST OUT OF INTERNSHIP EXPERIENCE

Interns should feel supported and safe through the internship experience. Support is available through the school counseling department, VCWP liaison, and your workplace mentor. The internship experience will cultivate confidence in both personal and professional growth.

**Share about projects
you've worked on**

**Share your successes
and challenges**

**Review goals and
progress set prior
to the internship**

**Ask for feedback
to maximize
internship
experience**



**Share any necessary
support for success**

**Identify gaps
and barriers**

**Share your experiences
with prospective interns**

REFLECT ON INTERNSHIP EXPERIENCE

Journal on your experience. Identify the successes and challenges of the internship with employer, school, and liaison. This exercise puts into perspective your experience and can ignite future opportunities.

Potential Questions to consider in reflection:

- Did I meet the goals I set prior to the internship? Why or why not?
- What were some successful moments during my internship?
- What new skills or knowledge did I acquire during the internship? How do I plan to utilize them in my future career?
- Did I feel challenged during your internship?
- Did I engage in any networking opportunities or build professional relationships during my internship?
- Did this opportunity give me enough insight into this potential career option? Did it confirm or change my perspective on my chosen field?
- What would I do differently next time?
- Will I recommend the employer to other people?
- What are the next steps I will take in pursuing career interests?
 - Take more classes in career interest field
 - Enroll in a training program
 - Apply for another internship or entry level position
 - Explore other opportunities

ADDITIONAL RESOURCES

Virginia Career Works - Piedmont Career Pathways Guide

- www.vcwpiedmont.com/employers/career-pathways-guide/

Virginia Talent + Opportunity Partnership (VTOP) Employers Resource

- www.virginiatop.org/employers

National Association of Colleges and Employers (NACE) Position Statement: US Internships

- www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/

US Department of Labor Wage and Hour Division Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

- www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships

Virginia Department of Education Career and Technical Education High-Quality Work-Based Learning Guide, Revised April 2022

- <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/hqwbl>

4-H Impact: Targeting Life Skills Model

- <https://extension.purdue.edu/4-H/about/impact-targeting-life-skills.html>



APPENDIX I

CAREER INTEREST SURVEY

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>

BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>

BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

APPENDIX II

SAMPLE APPLICATION

Intern Candidate Application Template

APPLICATION INFORMATION		
LAST NAME	FIRST NAME	M.I.
DATE	STREET	APT#
CITY	STATE	ZIP
PHONE	EMAIL ADDRESS	
DATE AVAILABLE	SOCIAL SECURITY NO.	DESIRED SALARY
POSITION APPLIED FOR		
ARE YOU A CITIZEN OF THE UNITED STATES? <input type="checkbox"/> YES <input type="checkbox"/> NO		
IF NO, ARE YOU AUTHORIZED TO WORK IN THE U.S.? <input type="checkbox"/> YES <input type="checkbox"/> NO		
HAVE YOU EVER WORKED FOR THIS COMPANY? <input type="checkbox"/> YES <input type="checkbox"/> NO IF SO, WHEN? _____		
HAVE YOU EVER BEEN CONVICTED OF A FELONY? <input type="checkbox"/> YES <input type="checkbox"/> NO IF YES, EXPLAIN: _____		
EDUCATION		
HIGH SCHOOL	ADDRESS	
FROM	TO	GRADUATED? <input type="checkbox"/> YES <input type="checkbox"/> NO DEGREE
COLLEGE	ADDRESS	
FROM	TO	GRADUATED? <input type="checkbox"/> YES <input type="checkbox"/> NO DEGREE
OTHER	ADDRESS	
FROM	TO	GRADUATED? <input type="checkbox"/> YES <input type="checkbox"/> NO DEGREE
REFERENCES		
PLEASE LIST THREE PROFESSIONAL REFERENCES.		
FULL NAME	RELATIONSHIP	
COMPANY	ADDRESS	
EMAIL ADDRESS	PHONE	
FULL NAME	RELATIONSHIP	
COMPANY	ADDRESS	
EMAIL ADDRESS	PHONE	
FULL NAME	RELATIONSHIP	
COMPANY	ADDRESS	
EMAIL ADDRESS	PHONE	

APPENDIX III

RESUME TEMPLATE

FIRST AND LAST NAME

City and State | Email | Telephone

OBJECTIVE | To get started right away, just click any placeholder text (such as this) and start typing to replace it with your own.

SKILLS & ABILITIES | Want to insert a picture from your files or add a shape, text box, or table? You got it! On the Insert tab of the ribbon, just click the option you need.

Find even more easy-to-use tools on the Insert tab, such as to add a hyperlink.

EXPERIENCE | **JOB TITLE COMPANY NAME**
DATES FROM – TO

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

EDUCATION | **SCHOOL NAME, LOCATION**
DEGREE

You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors.

VOLUNTEER | You delivered that big presentation to rave reviews. Don't be shy about it now! This is the place to show how well you work and play with others.

ACTIVITIES | Are you president of your fraternity, head of the condo board, or a team lead for your favorite charity? You're a natural leader—tell it like it is!

APPENDIX IV

COVER LETTER TEMPLATE

THOMAS BEASLEY ENTRY-LEVEL RESUME

 (206) 555-1234  3665 McLaughlin Street, Seattle, WA 98039  your-name@email.com

[Today's Date]

[Hiring Manager's Name]

123 Company Address
Company's City, State, Zip Code
(xxx) xxx-xxxx

Dear [Mr./Ms./Mx.] [Hiring Manager's Last Name],

The first paragraph should contain a self-introduction. Write who you are, where your expertise lies, where you found the job posting (or who referred you), and why you want to apply.

The second paragraph should respond directly to the job description. Describe how your relevant experiences, skills, and abilities help you meet the company's needs. To make that easier, you can (and should) literally include words and phrases from the job description here.

- You can also include a bulleted list of your accomplishments
- Make sure you quantify (add numbers to) these bullet points
- A cover letter with numbers is 100% better than one without

To go the extra mile, research the company and try to find out what they are doing — and why— given the current state of their industry. Explain how you can fit into that framework, and help push the company forward and achieve any goals you suspect they have.

The final paragraph is the "call to action" portion of your cover letter. Inform the hiring manager that you'd love to get interviewed. Give them your contact information. Tell them you'll reach out again next week if you don't hear back. Thank them for their time.

Sincerely,

Thomas Beasley

APPENDIX V

INTERNSHIP AGREEMENT

The following is designed to assist in providing a high-quality internship experience for both the intern and the employer. The intern and intern supervisor should complete this form together and agree to the terms outlined.

Student Information

Name: _____
Address: _____
Home Phone: _____ Cell Phone: _____
E-mail: _____
School: _____
School contact: _____

Internship Information

Company Name: _____
Company Address: _____
Intern Supervisor: _____
Supervisor Phone: _____
Supervisor: _____
E-mail: _____
Intern Mentor: _____
Mentor Phone: _____
Mentor E-mail: _____

Internship Description

Student internship will begin on: _____ and end on: _____

Intern Title: _____

Description of duties (may attach other documents): _____

Expectations for the following areas:

Wages/Compensation: _____

Travel: _____

Hours: _____

Dress Code: _____

Other: _____

APPENDIX VI

ORIENTATION CHECKLIST

- Review Organization and Department Missions
- Explain Need-to-Know Items
 - Parking
 - Workstation
 - Specific Work Dates/Times
 - Office Hours/Breaks/Lunches
 - Pay Period and Payment Information
 - Receive Contact Information from the Intern(s)
 - Computer Use Policy
 - Equipment Policies
 - Smoking Policy
- Review the Internship
 - Job Description
 - Expectations
 - How the Internship Relates to the Company
 - Action Plan
- Review Company Standards
 - Performance Standards
 - Attendance and Punctuality
 - Conduct in a Corporate Environment
 - General Appearance and Expected Attire
- Explain the Work Process
 - Job Authority and Responsibility
 - Tact and Concern
 - Resources and Secretarial Assistance
 - Weekly Meetings
 - Open Door Policy
 - Two-way Communication
 - End of Internship Evaluation
- Orient the Intern to the Work Area
 - Notify All Staff of the New Intern
 - Provide a Tour of the Facility
 - Introduce the Intern (Name, School, Department, Applicable Projects/Duties)
 - Make Personal Introductions and Explain Work Relationships
 - Allow the intern time to meet with their mentor if not already done
 - Provide a Security Card (If Required)
- Begin the Internship

APPENDIX VII

EVALUATION FORM

Final Evaluation—Intern Version Template

Find the online version of the Final Intern Evaluation here: <https://www.surveymonkey.com/r/LPPSPKT>

Intern Information

NAME _____

COLLEGE/UNIVERSITY _____

JOB TITLE _____ DATE _____

DEPARTMENT _____ SUPERVISOR _____

REVIEW PERIOD _____

RATINGS

	1= STRONGLY AGREE	2= AGREE	3= NEUTRAL	4= DISAGREE	5= STRONGLY DISAGREE
The orientation to the organization at the start of the internship was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
I received thorough information on the job duties and expectations at the start of my internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
A supervisor was assigned to oversee my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
My supervisor was available to answer questions throughout my internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
The overall quality of supervision was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
The internship was challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
The internship helped me learn practical skills for my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
My Supply Chain Management classes prepared me for this internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
This internship helped me connect my Supply Chain Management classwork to public sector work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					