

GRINNELL COLLEGE



# INTERNSHIP

# Student Handbook

*A Guide for Students*

*Participating in a Grinnell College  
Affiliated Internship Experience*



Center for Careers, Life, and Service

1127 Park Street Grinnell, IA 50112

Phone: 641-269-4940

[www.grinnell.edu/offices/cls](http://www.grinnell.edu/offices/cls)

[career@grinnell.edu](mailto:career@grinnell.edu)

In case of an emergency, please contact:

**Grinnell College Security Office at (641) 269-4600**

ORIENTATION

## Table of Contents

Introduction.....	2
Internship Outcomes and Goals .....	2
Grinnell Internship Program Internship Goals Rubric.....	3
Strengths, Values, and Interests Assessment Wheel.....	5
Common Skills Employers Seek.....	6
Strategies for Learning.....	6
Developing Your Own Goals.....	7
Responsibilities of the Intern.....	9
Professional Workplace Expectations.....	11
Reflecting During Your Internship Experience.....	12
Tips for Getting Started in Your Internship.....	13
Top Strategies for Making the Most of Your Internship.....	13
Role of the Internship Supervisor.....	15
Role of the Faculty Sponsor.....	16
Role of the Center for Careers, Life, and Service (CLS).....	17
Risk Awareness and Management.....	17
Harassment Policy and Procedures.....	18
Title IX Information and Reporting.....	20
International Internships.....	21
Notice of Tax Consequences of Internship Stipends .....	22
Budgeting Tips.....	23
Internship Supervisor Evaluation of the Intern.....	25
Conclusion.....	26

## Introduction



Welcome and congratulations on your upcoming internship! All your hard work to secure your internship has paid off. You have the internship...now what? The purpose of this handbook is to educate, assist, inform, clarify, and prepare you for your internship experience. This handbook has been created by the Center for Careers, Life, and Service (CLS) to help you understand the requirements of your internship experience as well as support you so you can make the most of your internship. Some handbook content was adapted from Marylhurst University's Internship Program Handbook.

## Internship Outcomes and Goals

Internships are designed to expand the depth and breadth of academic learning for you in your particular areas of study. It is an opportunity for you to receive experience in applying theories learned in the classroom to specific experiences in the community and work world. An internship can also heighten your awareness of community issues, motivate you to create opportunities, embrace new ideas, and give direction to positive change. A successful internship can give you valuable information in making decisions about the direction of future studies or employment.

An internship is an opportunity to not only use and develop industry-related knowledge and skills, but also to enhance some of the skills that are transferable to any professional work setting. This internship may be your first introduction to the world of work, or maybe you have been exposed to professionalism many times before. No matter where your skills and understanding of professionalism lie, your internship is a chance to develop them even further.

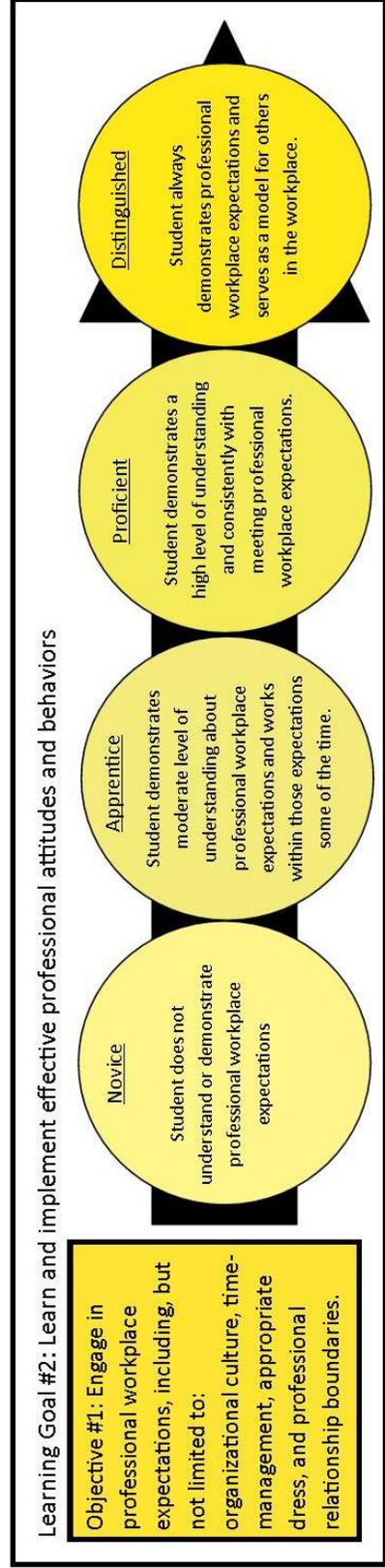
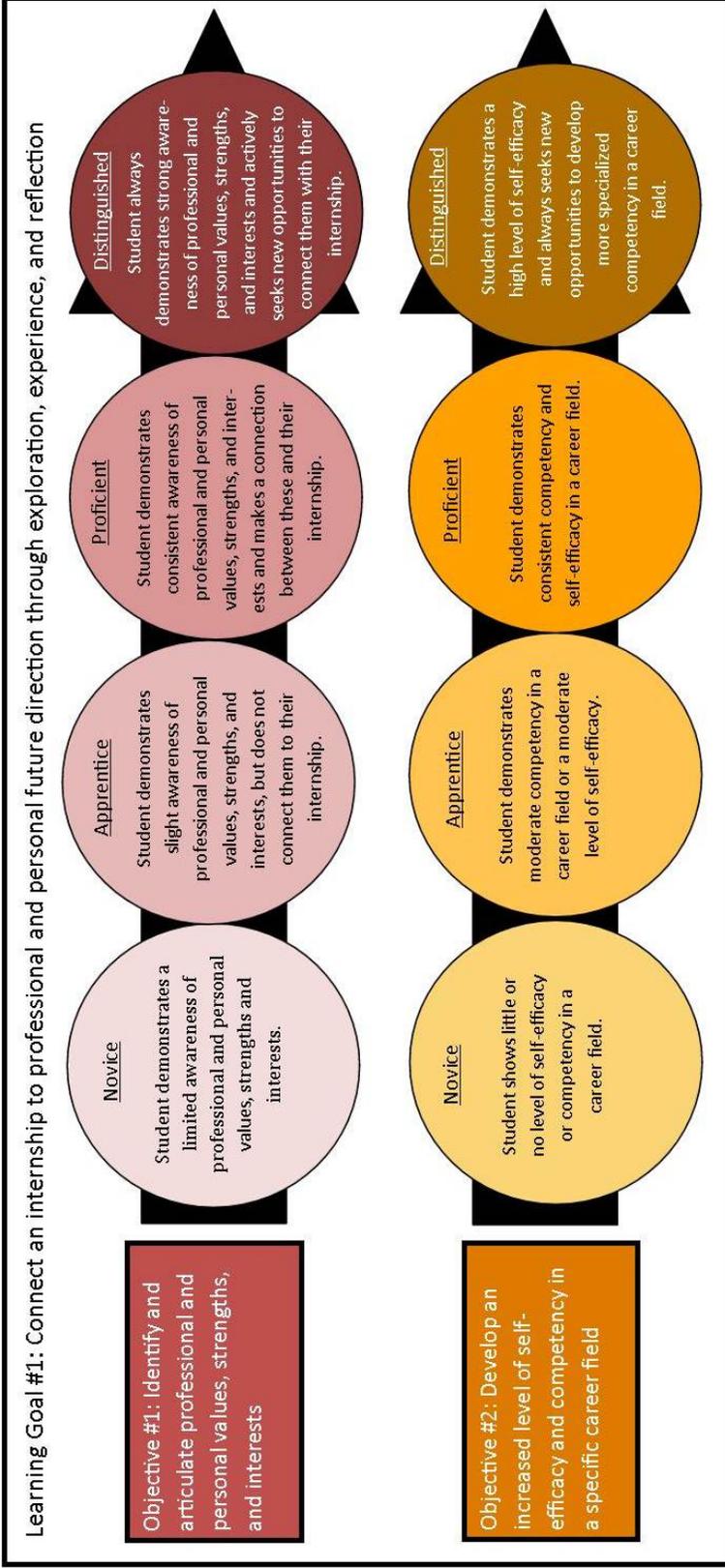
By the end of the internship, our hope is that you will have:

- Linked academic theory to practice in your discipline;
- Applied your knowledge, skills, experience to a work environment;
- Acquired new learning through challenging and meaningful activities;
- Reflected on the content and process of the learning experience;
- Advocated for your own learning in alignment with internship goals;
- Demonstrated professional skills in the workplace;
- Built and maintained positive professional relationships;
- Demonstrated awareness of community and/or organizational issues;
- Identified, clarified and/or confirmed professional direction as it relates to your academic studies and future career path;
- Developed self-understanding, self-discipline, maturity and confidence;
- Developed strong networking/mentoring relationships.

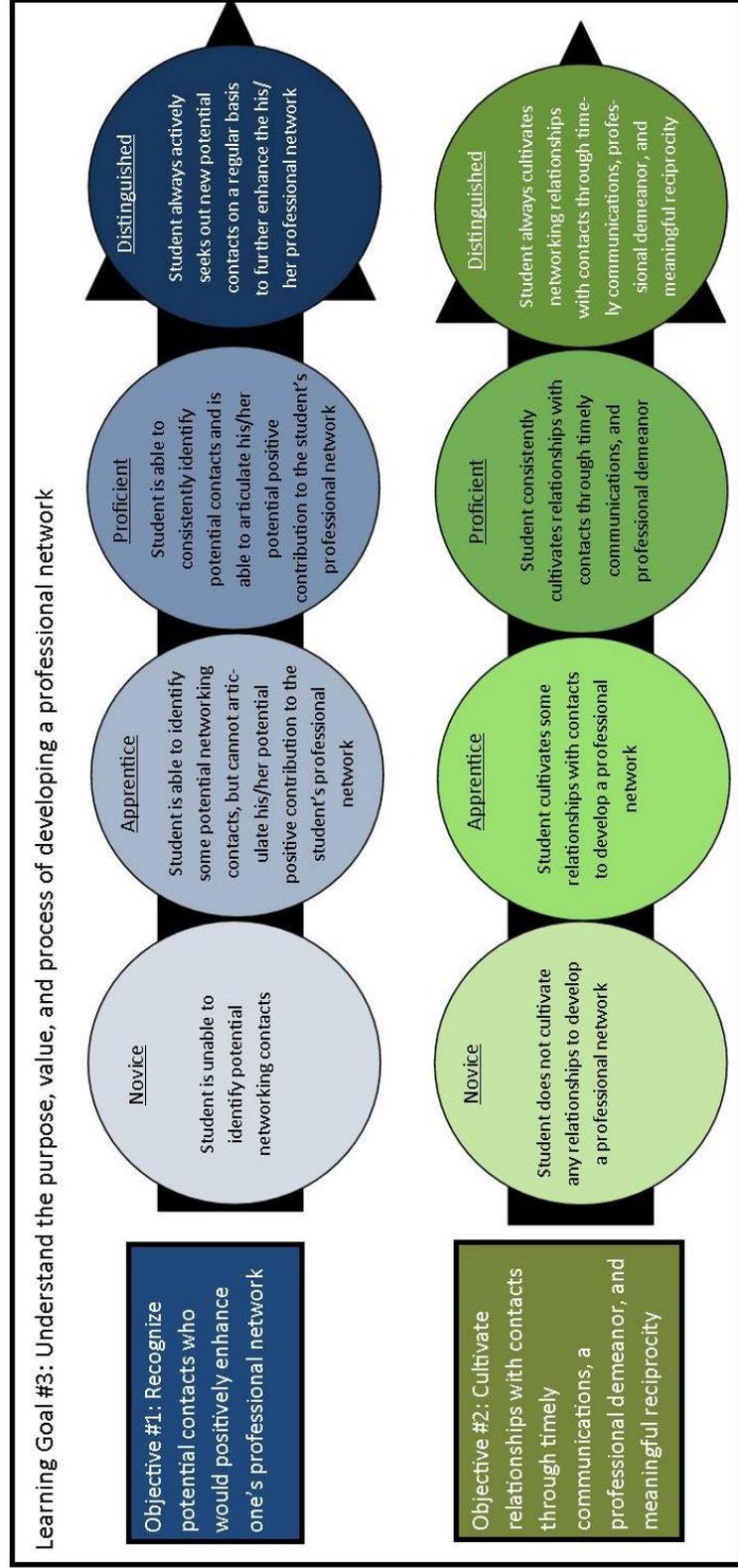
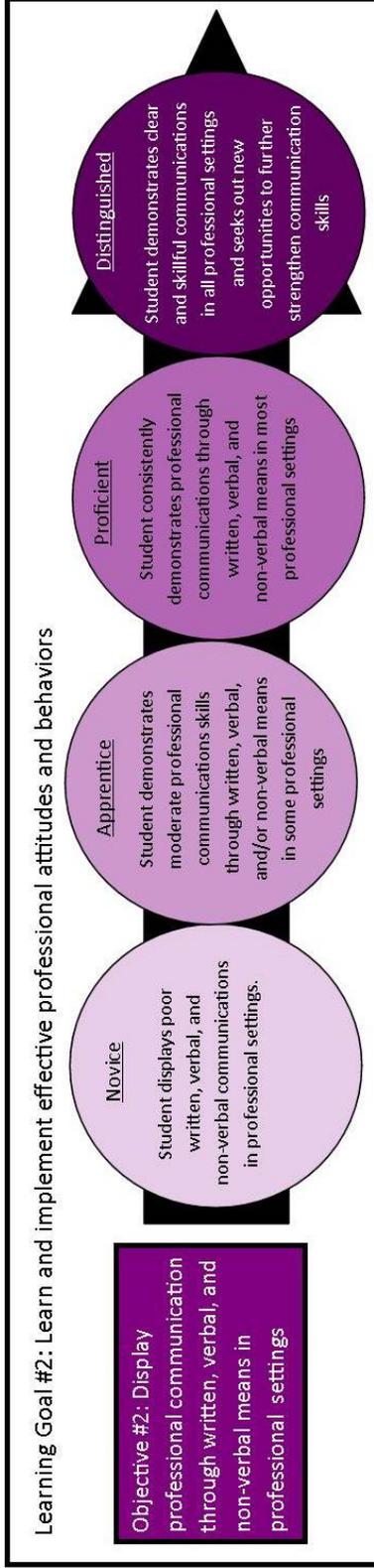


The Internship Program Learning Goals matrix on the following pages will assist you in understanding the three key goals and six important outcomes to provide a structure to assess your professional and personal development. These are not meant to replace your own personal and professional learning goals, but instead, to provide a general framework for general professional development.

## Center for Careers, Life, and Service Internship Program Learning Goals

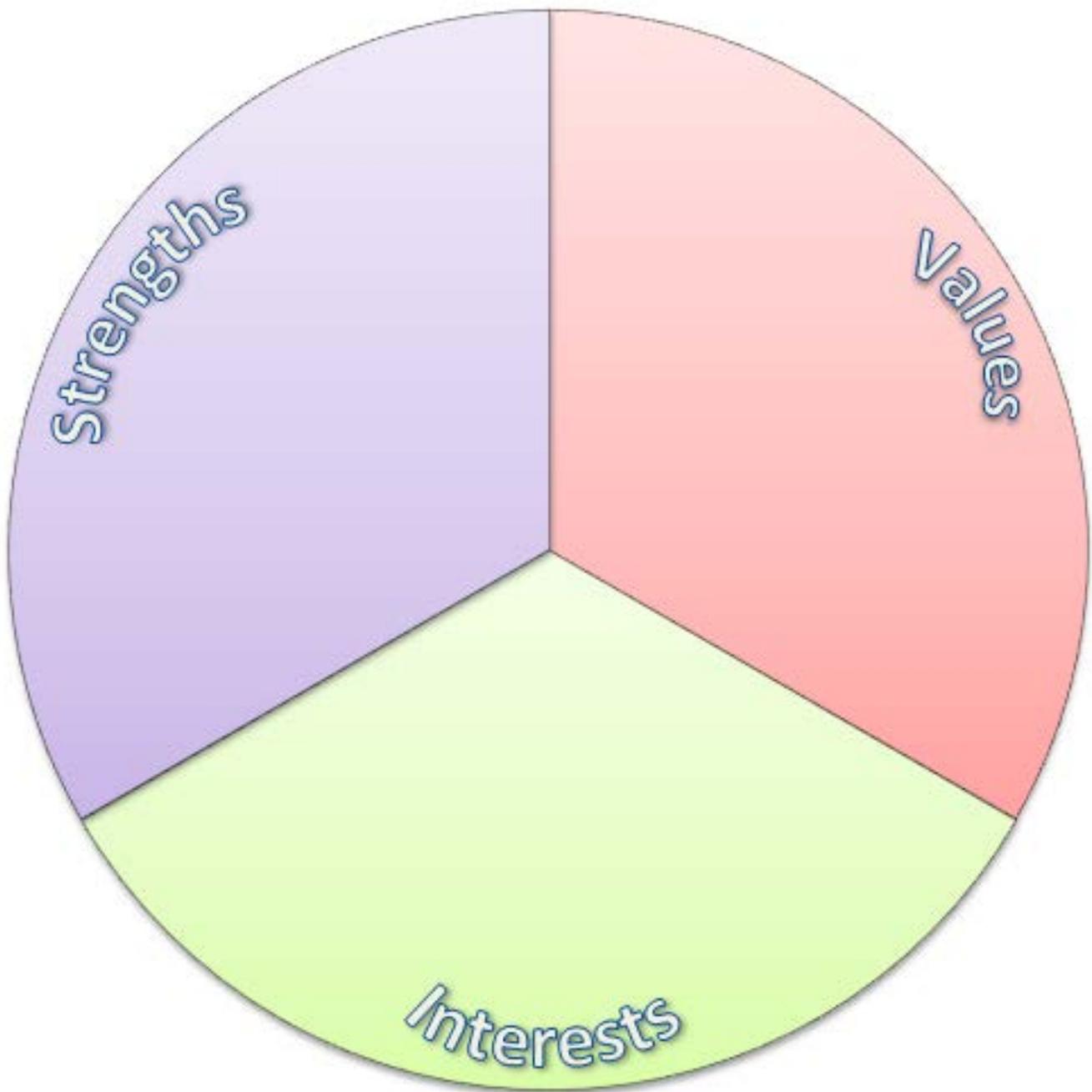


## Center for Careers, Life, and Service Internship Program Learning Goals



## Strengths, Values, and Interest Assessment Wheel

Pursuing an internship can assist you in developing awareness of your strengths, values, and interests which will enable you to better align your personal and professional direction. Fulfillment in a career typically happens when these three areas are found in the work you are doing. When assessing your strengths, think about what you do best, the skill of which you are most proud, or the type of tasks you find easy to perform without much effort. When assessing your values, think about what matters most to you personally and professionally. Some examples are security, monetary compensation, merit, recognition, honesty, balance, or harmony. When assessing your interests, think about what you activities you enjoy pursuing, and ideas/concepts that you enjoying discussing with others without tiring, and the areas/things you would like to learn more about when you have available time.



## Common Skills Employers Seek

### HARD SKILLS

As you complete your internship, you will be developing many skills related to a particular industry. For example, if you are in a computer science field, you may be working on projects using the C+ language. If you are in a marketing field, you may be developing your InDesign skills as you create promotional materials. If you are in a non-profit organization, maybe you may be learning all about grant writing. These types of industry-specific skills are essential for a particular career field, and are often called “hard skills.”

### SOFT SKILLS

Employers report that they are very interested in an employee showing competency in what are known as “soft skills.” These are skills that are not taught in a classroom. Often these skills are developed by interacting in professional work settings, involvement and leadership in student groups, volunteers positions, and other outside the classroom experiential opportunities. Soft skills are known as transferable skills. The great thing about soft skills is that once you develop these, you can apply them to various situations for the rest of your life! For example, the soft skill of problem solving can be used in most industries – from computer science to non-profit management – and is, thus, referred to as transferable. It is important to develop these soft skills in your internship. Consider incorporating the common competencies below as you create your learning goals for your internship. Developing these competencies will serve you well professionally and will make you more marketable in the workforce:

- Communication skills
- Team work skills
- Organizational skills
- Interpersonal skills
- Analytical skills
- Leadership skills
- Problem solving skills
- Strong work ethic
- Initiative

## Strategies for Learning

The following categories represent broad types of learning goals. They illustrate the kinds of learning that can be achieved in most internships. Feel free to reference these as you are developing your goals and learning outcomes.

### BROADENING HORIZONS

Read available literature about your internship site or organization/agency. Is work general or specialized? What social/economic/political functions does it serve? What issues or philosophies seem important?

### DEVELOPING WORK SKILLS

Learn about the chain of work involved in the particular tasks you may be doing. Where did the work come from and where is it going? How does the work you do fit into a larger picture? Why is your task necessary? What will be done with your work after it leaves you (or you leave it)? How can you use what you are learning in future jobs or in classes?

### CAREER EXPLORATION

Try to understand the organizational chart (formal or informal). Through what career lines do different people tend to move? What sort of education and experience is normally required in each line of work? Try to obtain knowledge of job opportunities available in your field. Become familiar with occupational literature and organizations.

## **LEARNING ABOUT THE WORK ENVIRONMENT**

Take an interest in personnel policies, internship site rules, hiring processes, etc. What can you learn about laws, taxes, fringe benefits that are important to employees in this field? What issues are present, if any? What are the personal satisfactions and rewards in this field?

## **INTERPERSONAL SKILLS**

Make a special effort to observe the personal style of supervisors and colleagues. Try to identify clear examples of interpersonal mannerisms and leadership styles that seem to promote good working relationships or hinder a productive work environment. Pay attention to how you, supervisors, and colleagues deal with pressure, tension, and praise in work relationships. How do you communicate what you know to your Internship Supervisor and/or peers? Learn to recognize when to speak and when to listen.



## **TAKING RESPONSIBILITY**

List your most important work responsibilities and rank them. During individual meetings with your Internship Supervisor share your list of discussion points. If a relationship is established and appropriate, ask your Internship Supervisor to do the same. Discuss and try to understand any differences that may come to light. Learn how to organize your work tasks and how to monitor your time so that your schedule is met.

## **RESEARCH**

Identify important sources of information connected with your work. Why are they important? How is the information used? Who keeps it up-to-date? Identify how you can relate academic knowledge to your work?

## **Developing Your Own Goals**

### **INTERNSHIP GOALS**

Goal setting is a technique for helping you build a framework for your internship learning experience. It can provide you with a sense of direction and purpose, serve as a standard against which to measure your progress, and as an insurance policy for getting what you need from the internship. We encourage you to share your learning goals with your Internship Supervisor.



Your Internship Supervisor's input will be especially valuable in determining the feasibility of what you wish to undertake. You have things you want to do and your Internship Supervisor has things that need to be done. You are neither an employee, nor a free agent. In return for your Internship Supervisor's time and expertise, you carry out mutually agreed upon activities and projects; in return for your time and talent, your Internship Supervisor may allow you the flexibility to explore your interest areas within a responsible framework.

Write a brief list of goals you would like to achieve during your internship. These goals might include, but are not limited to, personal, professional, and educational goals.

Example of a personal goal:

- To increase my skill in resolving conflict, being assertive, and working with a diverse group by the end of my 10 week internship.

Example of a professional goal:

- To develop an understanding of the responsibilities and working conditions of a mediation board within the first five weeks of my internship.

Example of an educational goal:

- To apply classroom learning related to alcoholism and treatment methods to real-life experiences in the field and to expand that learning by the conclusion of my internship.

If you need help with formulating your goals, talk with your Internship Supervisor, Faculty Sponsor (*if applicable*), or the CLS Internship Coordinator. Your goals should be:

**SMART!** - **S**pecific    **M**easurable    **A**ttainable    **R**ealistic    **T**imely

**PRACTICE:** Use the questions below to create a goal that adheres to the SMART methodology.

**What is a Specific goal for my internship?** *A specific goal should clearly state what you want to accomplish, why it is an important goal, and how you intend to accomplish the goal.*

**What are the Measurable milestones you plan to reach in the process of achieving your goal?** *A measurable goal should include a plan with targets and milestones that you can use to make sure you're moving in the right direction.*

**What are the smaller, Attainable, action steps that you plan to use to achieve my goal?** *An achievable goal should be realistic and include a plan that breaks your overall goal down into smaller, manageable action steps that use the time and resources available to you within the timeline you've set.*

**How is my goal Realistic?** *A realistic goal should make sense when implemented into your overall career development.*

**What is the specific Timeline for my goal?** *A timely goal is limited by a defined period of time and includes a specific timeline for each step of the process.*

## **INTERNSHIP ACTIVITIES AND PERFORMANCE BENCHMARKS**

Discuss your learning outcomes and goals with your Internship Supervisor as well as a timeframe and benchmark in which to check in on your progress. Work together with you supervisor to identify work activities that will provide you the opportunities to address your goals during the internship experience.

Examples of activities and performance benchmarks:

- To increase my skill in resolving conflict, being assertive, and working with a diverse group, I will conduct weekly team debriefings. In these meetings, I will encourage all members to discuss problems openly at the site and I will act as a facilitator for resolution of conflicts in the meetings.
- To gain an understanding of the responsibilities and working conditions of a mediation board member, I will accompany a board member through one week under normal working conditions and assist them as necessary. I will also write an analysis of the experience at the end of the week and review it with the mediator for their input.
- To apply classroom learning related to alcoholism and alcohol treatment methods, I will read *Alcoholism Causes and Cures* by Rudy Knowles and write a summary of the key concepts in my journal and discuss with my Faculty Sponsor (*if applicable*). Additionally, I will seek my Internship Supervisor's input and support in availing myself to new learning related to current treatment methods.

## **Responsibilities of the Intern**

While interning, you are representing not just yourself, but Grinnell College and your fellow students, current and future. It is an expectation that Grinnell College students abide by the Community Standards that build upon the Statement of Values and explicate how students act with integrity, honesty, and in a socially-just manner approved by the Committee on Student Life and Joint Board Resolution. Whether you do well or not at your internship site may have implications for the future.

You are governed by the employer's employment policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your employer when you begin your assignment.

Your performance while on assignment as an intern may be measured by your employer's performance measurement process and a Grinnell-sponsored performance evaluation.

You must keep both the Grinnell College Center for Careers, Life, and Service and your sponsoring organization updated, at all times, of your current e-mail address, physical address and telephone number.

You understand that permissible work absences include illness or other serious circumstances. Keeping pace with coursework or co-curricular activities are not legitimate excusals. You will be responsible to notify your Internship Supervisor and the CLS immediately in case of absence. Any changes in your internship status (layoff, cutback in hours, or dismissal) must be reported immediately to the CLS at 641-269-4940.

Due to the nature of an internship arrangement, you may not withdraw from your internship or change internships except in severe and justifiable circumstances as determined by the CLS in consultation with the cooperating internship site and Faculty Sponsor (*if applicable*). You will follow all policies and procedures at your internship site, as well as Grinnell College, for on-campus classes. This includes completion of all assignments related to the internship.

Our expectation is that you will become well acquainted with and actively participate in the internship workplace. You are expected to be as conscientious in attendance and work assignments as any regular employee. Contact the CLS immediately if any problems arise at your internship; failing to address and resolve problems may jeopardize your internship experience as well as the relationship with the internship site and supervisor.

Throughout your internship experience, remember the following items:

- Re-evaluate and discuss your learning goals as the internship progresses;
- Treat your internship as a serious responsibility and professional opportunity;
- Dress appropriately;
- Be punctual and reliable in reporting to the internship site;
- Communicate regularly with your Internship Supervisor about the progress of the internship;
- Ask for what you need. Don't expect anyone to read your mind if you're lacking information, confused or bored;
- Notify the CLS of any internship site/supervisor changes or problems at your internship site;
- Communicate regularly with your Faculty Sponsor and complete all the assigned academic components of your internship (*if approved to be credit-bearing*);
- Notify your Internship Supervisor as soon as possible if you are going to be late or absent. Ask for permission in advance for personal time off;
- Arrange with your Internship Supervisor to complete make-up days for any absences;
- Transportation to and from the internship site is your responsibility. Use common sense regarding safety precautions.



Following the completion of your internship experience, you are responsible for completing and submitting all required materials to the CLS. The deadline to submit these materials will be outlined by the CLS each term.

#### **INTERNSHIP REQUIREMENTS:**

- Blogging via Pioneerweb,
- Final internship evaluation,
- Any academic work as outlined in the intern's Student Learning Internship Plan (SLIP) (*if the internship is credit-bearing*)
- Campus or powerpoint presentation (*if required by a specific funding source or as a part of the intern's SLIP*)

## Professional Workplace Expectations

You should feel comfortable conducting yourself in a professional manner at all times. This includes, but is not limited to:

- Maintaining confidentiality regarding information accessed on any patients, clients, members, customers, employees, and products or services associated with the internship site;
- Reporting to the internship on time;
- Using appropriate written and oral expression in all interactions with College personnel, managers, Internship Supervisors, employees, the public and clients;
- Participating in any orientation or testing required by the internship site;
- Observing all established safety and sanitation codes;
- Engaging in positive, ethical, legal behavior;
- Accepting responsibility and accountability for decisions and actions taken while at the internship site;
- Ensuring that all interactions with guests, patients, clients, members, customers, the public and fellow employees are conducted with dignity and respect toward every person.

### APPROPRIATE ATTIRE

We encourage interns to dress in a professional and appropriate manner commensurate with their business/organization. That doesn't mean you need to invest in a new and expensive wardrobe, but some clothing choices that might be acceptable on your campus are not appropriate at your internship site. Whether you work behind-the-scenes or with the public, you are a representative of your business/organization and Grinnell College during your internship. Please discuss specific requirements with your supervisor early in your internship to avoid awkward situations.



### SOCIAL MEDIA

Many students are excited to share their internship experiences. With the advent of blogs and social networking sites (e.g. Facebook, Twitter, Flickr, YouTube, and others), the private is public. We urge all interns to carefully consider material they are publishing *before* posting internship site-related content to the Web. Your statements should not compromise the internship site and its mission. While you are a private citizen, you are now linked to a respected business/organization, and you are seen as a representative of the internship site by the outside world. Some businesses/organizations have established official blogs and encourage interns to publish via those sanctioned sites. If you wish to share information about your internship site and experiences through social media forums, you should discuss the content with your Internship Supervisor first, and ask for advice on what is permissible.



### PERSONAL COMMUNICATIONS

As an intern, your main responsibilities are to work on assigned projects that will benefit the internship site and increase your knowledge and skills. It is important to limit your use of technology for personal purposes, including using your computer and cell phone for talking, texting, checking e-mail, surfing the internet, playing games, etc. Catch up on your personal communications during lunch breaks or after the work day when you are “off company time.”



## **INTELLECTUAL PROPERTY**

As an intern, you may be required to sign a copyright agreement, and the internship site retains the rights to all the work you produce during your internship. In accordance with these types of agreements, you must receive special permission from the business/organization to use your internship products outside the business/organization for commercial gain and educational use (such as an academic or conference presentation). Always consult with their Internship Supervisor if you want to use potentially confidential/proprietary information in your papers and/or presentations.

## **Reflecting During Your Internship Experience**

You are required to blog weekly throughout your internship experience. This is a requirement because blogging/journaling is a great opportunity for you to process and document what you have learned as well as reflect on the experience on a regular basis and at the end to determine what is next in your academic and professional direction. Think about the following questions as you blog.

### **LEARNING OUTCOMES**

- Which learning outcomes/goals did your internship intend to address, and did you learn what you hoped?
- How did you apply theories and concepts learned in your previous coursework to your internship? (please give examples from any of your courses)
- What new learning occurred and how might it serve you in the future?

### **INTERNSHIP GOALS**

- How did the internship experience relate to your personal, professional, and educational goals?
- Were you able to achieve your internship goals? Please describe and give examples.
- How did you advocate for your own learning on site, in relation to your internship goals?

### **INTERNSHIP ACTIVITIES**

- What were the main activities of your internship? How did the activities help you fulfill your learning goals?
- In what ways were the learning activities challenging and meaningful?
- What strengths of knowledge, skills, and experience did you bring to the internship?

### **DEEPER REFLECTION**

- What was your overall evaluation of the internship, including the wisdom and insights gained?
- What values surfaced in terms of social, cultural, political, economic, and ethical implications?
- How has your awareness of community and/or organizational issues been expanded or changed?
- How has your internship experience influenced your professional direction and career goals?
- Were you able to build positive professional relationships and take advantage of networking opportunities?

### **FEEDBACK**

- What recommendations would you give to improve the internship experience, as it relates to your internship site and supervisor?
- What recommendations would you give to improve the internship experience, as it relates to Grinnell College support?

## Tips for Getting Started in Your Internship

In the first weeks of your internship, you will want to follow the lead of your Internship Supervisor and spend time getting acquainted with your co-workers, the work setting, and your work activities. Work situations vary considerably; however, the following WHO, WHAT, HOW, WHERE, and WHEN questions suggest the types of information that will help you get oriented more quickly. **A general rule to follow when you are not clear on a procedure or who does what - is to ASK.**

**WHO** - Who does what in your work setting? Who is responsible to whom? Is there an organizational chart you can look at? To whom can you turn for different types of information? Who makes decisions? What are the important names and telephone numbers you should know? (Make a list)

**WHAT** - What are your responsibilities? What specific duties are you expected to do on your own, to do when told, to monitor regularly? Are these consistent with your learning goals? If not, review them with your Internship Supervisor. What are the goals, functions, services of the office/department and how does it relate to the larger organization?

**HOW** - How does work get done? Do co-workers help one another or is work carried out independently? Are you expected to seek instructions and directions frequently or have your work reviewed as it proceeds?

**WHERE** - Where are important items kept? Where is resource information located? Where are you permitted to go and what is off limits?

**WHEN** - When are the critical deadlines? When are critical or regular meetings with staff or clients? What are the best times to approach certain people?

### ADDITIONAL QUESTIONS TO CONSIDER

#### 1. *What are the unwritten codes of behavior?*

There will be office/internship site norms about hours, deadlines, dress, degrees of independence, confidentiality of certain information. Keep your eyes and ears open for this kind of important information.

#### 2. *What do you do if your expectations are not being met?*

In most instances, an internship begins with high expectations and rightfully so. Consult your Internship Supervisor, Faculty Sponsor (*if applicable*), or the Center for Careers, Life, and Service Internship Coordinator for support in assessing challenges regarding your internship. You will get as much out of your internship as you put into it. **YOU** are responsible for periodically evaluating your internship and making this experience worthwhile!

## Top Strategies for Making the Most of Your Internship

Congratulations! You have completed one of the hardest, most time-consuming aspects of the process...finding an internship. Now you just need to figure out what to wear and where you'll go to lunch every day, right? Well, not quite. Actually, there are a few things you should know and do as you progress through your internship. Many interns have used these top five strategies for making the most of their internship experience.

## **BE AN OVERACHIEVING INTERN**

Remember the kid who always sat at the front of the class, always listened intently to the teacher, always eagerly rose his or her hand when the teacher asked a question? Basically, he or she displayed all of the qualities of an overachieving student. When it comes to an internship, you want to be this kid. You want to show your employer that you are an overachieving intern.



Show your employer you are a good intern by showing up when you are scheduled, being on time, using your time efficiently, limiting socializing with other co-workers, using your breaks and lunch hour appropriately, and avoiding the gossip and rumor-mill. This is especially crucial if you are hoping to move toward a full-time job with your employer following graduation. You've probably already figured this one out, but employers generally believe that overachieving interns tend to make overachieving full-time employees.

## **GO ABOVE AND BEYOND**

There is a common belief held by many successful service-oriented companies. In addition to providing their standard services, these companies always strive to go above and beyond their customers' expectations. You will be more likely to receive favorable reviews and be considered for full-time employment if you exceed your employer's expectations. For example, if you are a Public Relations intern and are expected to identify two new media sources a week, you could exceed expectations by finding four or five. If you are a computer programmer intern and are expected to test five programs a week, you could go above and beyond by testing six or seven. The possibilities for exceeding employer expectations and going above and beyond are endless. In most cases, doing so will result in many benefits to you as an intern and as a potential full-time employee.

## **DISPLAY ENERGY AND ENTHUSIASM**

There is no bigger downer in a workplace than working with someone who is negative and apathetic on a regular basis. The opposite is true when working alongside someone who is excited and eager to get a job done. The most successful interns are those that display an upbeat attitude and a genuine interest in performing their role.

Now, it is not recommended that you show up with pom poms and a cheerleading outfit, but it is necessary that you maintain a positive outlook while at the internship. Being energetic and enthusiastic about an internship not only demonstrates sincere interest in your role to the employer, it also helps to create a pleasant environment. Exuding energy and enthusiasm is also imperative for students hoping for full-time job offers. Most employers have long held the belief that energetic, enthusiastic employees are happy in their positions and therefore more successful. Students who demonstrate these qualities will more likely obtain greater opportunities in the future.



## **NETWORK, NETWORK, NETWORK!**

Not only is an internship a great way to get experience, it is a great way to make connections in your field. You should try meeting as many people as possible while at your internship. Most likely, you

will get to know your immediate supervisor and any co-workers in your working area. It's a good idea to also try to meet people from with different roles and from other departments (with your supervisor's permission, of course). A relatively non-threatening way to network with someone is to ask him or her to grant you a 15-20 minute informational interview.

An informational interview is intended to provide you with an opportunity to gain valuable information from professionals in your field of interest. There are two types of informational interviews. If you are not focused on your career search but hope to learn more about an industry, you will want to do research informational interviews. If you are hoping to make valuable contacts for a pending job search, you will want to perform networking informational interviews.

### **ALWAYS REMEMBER THAT AN INFORMATIONAL INTERVIEW SHOULD NOT BE USED TO ASK FOR A JOB**

Rather, the interview should be centered on gaining industry insight and useful information. Also remember to observe common etiquette by being respectful of your interviewee's schedule and staying within your proposed time guidelines. In many cases, people are more than happy to provide you with professional information and advice. However, do not be discouraged if someone is unable to fit you into his or her busy schedule.

### **GATHER "PORTFOLIO FILLERS"**

In many cases, your internship can give you a lot more than just a new entry for your resume. If your employer will grant permission, try to gather some items for your portfolio. A portfolio is something you should develop throughout your college career to use in your future job search. "Portfolio fillers" may include copies/summaries of completed projects, positive performance reviews/supervisor feedback, and letters of recommendation.



A letter of recommendation from your supervisor can be especially powerful for your future job search. Always be sure to ask your supervisor if he or she will write one for you (never assume they will automatically do this for you) and be sure to give them ample time to complete the letter. If your supervisor is very busy, it may be helpful for you to provide a list of your accomplishments throughout the internship. Bringing this information to future full-time job interviews will give you a definite advantage over others without it.



In conclusion, there are many ways to use an internship to your advantage. We encourage you to apply some of the suggestions made in this article. By doing so, you will be sure to ensure your success and make the most of your internship! *Copyright © by Internweb.com*

## **Role of the Internship Supervisor**

Our expectation is that you will communicate regularly with your Internship Supervisor. The CLS expects that the Internship Supervisor will:

- Encourage and support the learning aspect of your internship assignment;

- Help orient you to the internship site and its culture; to assist you in the development of learning objectives, to confer regularly with you and your Faculty Sponsor (*if applicable*), and to monitor your progress;
- Provide adequate supervision and to assign you duties that are career-related, progressive and challenging;
- Make available to you equipment, supplies, and space necessary for you to perform your duties;
- Provide you with safe working facilities;
- Notify the Grinnell College CLS of any changes in your work status, schedule, or performance;
- Allow your Faculty Sponsor (*if applicable*), or a CLS staff member to conduct at least one visit to the site to confer with you and your Internship Supervisor;
- Provide two written appraisals of your performance (forms to be provided by the CLS, one at the mid-term point and the other by the end of your internship assignment);
- Communicate internship site policies and standards to Grinnell College personnel;
- Assume liability for work-related injuries sustained by you; insofar as the internship site may determine the same to be required by law in that state;
- Thoroughly read and review the College/Agency Memo of Understanding document.



## **Role of the Faculty Sponsor (Credit-bearing Internships Only)**

### **ACADEMIC SUPERVISION**

You are required to arrange weekly meetings with your Faculty Sponsor, ideally by phone, Skype, or, if those are not an option, e-mail. Faculty Sponsors help to provide a link between your learning at the internship site and your learning in the classroom. By communicating regularly, your Faculty Sponsor will discuss what you are learning and help you to analyze and synthesize the learning gained from the internship. You are required to keep a daily journal/blog of the internship experience to share with your Faculty Sponsor regularly. Often blog entries as well as the additional coursework, such as readings relevant to the inter-relationship of the internship and one's academic field, provide the basis for your discussions.

### **FINAL GRADING**

In submitting a final grade for an internship, your Faculty Sponsor will take into account your mid-term and final evaluation of your performance by your Internship Supervisor. Credit is earned for the new learning resulting from the internship and not for the experience itself. Evaluation factors include Internship Supervisor evaluations, quality of regular communications, completion of assigned readings, your final "intellectual product" (e.g. a piece of writing, an experiment, a performance) and any other assignments as determined by you and your Faculty Sponsor in your Student Learning Internship Plan.

### **COMMUNICATION**

While the Grinnell College Center for Careers, Life, and Service assumes primary responsibility for communication with your Internship Supervisor, your Faculty Sponsor may also be in direct contact with your Internship Supervisor by telephone or e-mail.

## Role of the Center for Careers, Life, and Service (CLS)

The Center for Careers, Life, and Service acts as a liaison with all those involved in the internship. The CLS is responsible for:

- Encouraging you to identify and clarify internship goals and learning outcomes;
- Supporting you before, during, and following your internship experience;
- Mediating any conflicts that may arise between your Internship Supervisor and you;
- Soliciting evaluations from you, your Internship Supervisor, and Faculty Sponsor (*if applicable*);
- Providing information to your internship site supervisor to clarify Grinnell College policies and procedures;
- Maintaining the confidentiality of any information obtained about your internship site;
- Encouraging your productive contribution to the overall mission of your internship site;
- Enforcing any additional rules and procedures that are mutually agreed upon in advance in writing between Grinnell College and the internship site;
- Ensuring that you successfully complete all your internship requirements.

## Risk Awareness and Management

Essentially, risk management is concerned with the outcome of future events that cannot be predicted with certainty, and how to handle this uncertainty.

There are four basic steps in being aware of to manage risk:

1. Identify potential risks;
2. Understand guidelines and expectations from the College and employer perspectives;
3. Consider solutions to potential problems;
4. Inform the Grinnell College Center for Careers, Life, and Service of any concerns.

Should an incident take place:

- Be sure to document all facts such as date, time, persons involved, and the situation as you observed it;
- Inform your Internship Supervisor immediately and the Center for Careers, Life, and Service at 641-269-4940 as soon as you can following the incident.

The following areas may seem like common sense and a normal part of life; however, it is at those times when these matters are not carefully considered that something happens, and we are at a loss as to how to proceed. This list is in no way comprehensive. It is meant as a stimulus for you to reflectively examine your internship environment and circumstances.

### TRAVEL

- To and from the internship site—consider dangerous intersections, streets or stretches of highway;
- Parking garages or poorly lit parking areas;
- Using your personal vehicle, or a borrowed vehicle, for organization business -  
Find out all policies dealing with areas such as:
  - Reimbursement of personal funds for internship-related travel;
  - Transporting clients;

- Transporting sensitive or easily-damaged materials;
- Transporting potentially hazardous materials.

### **PHYSICAL HAZARDS**

- Working outdoors—sun, snow and ice, other extreme weather, pollution, power lines, pipelines, electromagnetic radiation, gas leaks;
- Working indoors—any type of machinery, unsuitable working conditions such as extreme temperatures, asbestos, “sick building” odors, insecure buildings where there may be structural concerns, closed off or blocked fire escapes, etc.

### **BIOLOGICAL HAZARDS**

- Animals you may work with/upon – dead or alive;
- Poisonous plants;
- Infected birds (e.g. West Nile virus) or fish.

### **CHEMICAL HAZARDS**

- Water supply;
- Toner powders from laser printer cartridges or photocopiers – eye or lung irritation;
- Chemicals in a laboratory setting – eyes, open sores, inhalation.

## **Harassment Policy and Procedures**

Friendships at work are wonderful. Co-workers hang out together; some date each other; some marry each other. A workplace is a social organization. Moreover, informal relationships expressed by playful kidding and idle banter are part of the socialization process. It is entertaining, and it should be expected. However, keep the following points in mind:

- You have the right to expect professional conduct from everyone at work, including your Internship Supervisor, peers, and subordinates. You are not just a student or just an intern, and the internship is not an initiation. It is a job in a professional work environment.
- No co-worker, ever, has the right to touch you, fondle you, proposition you, make lewd or sexually intimidating remarks, or place you in personally uncomfortable situations.
- “Honey,” “babe” and “stud” are inappropriate methods of address in a professional environment. Obviously, these are unacceptable substitutions for your name. Remind those using these terms that you expect to be addressed by your proper name. Also, do not use these terms, even in jest, with co-workers or other interns in the work environment.
- Sexual harassment constitutes behavior that is perceived as annoying, aggressive, and/or threatening. If you feel that someone is targeting you as the object of sexual innuendo or inappropriate advances, then you are being harassed. It is not just a matter of the actions of others; it is how these actions affect you.
- Sexual harassment rarely happens to only one person. People who harass do so routinely—they express a pattern of behavior. If you have been harassed, you are probably not the only one. Others have experienced similar harassment from the same people. The fault lies with the person doing the harassing.

Behaviors that may constitute sexual harassment include (but are not limited to) the following:

- Subtle pressure for sexual activity;
- Unnecessary brushes or touches;
- Offensive sexual graffiti;
- Disparaging remarks about one's gender;
- Physical aggression such as pinching and patting;
- Sexual innuendos or persistent use of sexually suggestive language which another person finds offensive, demeaning, or otherwise inappropriate;
- Verbal sexual abuse disguised as humor;
- Obscene gestures;
- Sexist remarks about a person's clothing, body, or sexual activities;
- Conditioning an educational or employment decision or benefit on submission to sexual conduct.



The Grinnell College Center for Careers, Life, and Service is committed to engaging students in professional and safe working/learning environments. In accordance with College policy (see Student Handbook at <http://catalog.grinnell.edu>), the CLS will not tolerate any form of harassment, intimidation or discrimination on the basis of race, national or ethnic origin, age, gender, sexual orientation, gender identity and expression, marital status, religion, creed, or disability. This applies to Internship Supervisors and co-workers toward a student, as well as students toward their Internship Supervisors and co-workers.

#### **MISCONDUCT OF INTERNSHIP SUPERVISORS/CO-WORKERS TOWARD AN INTERN**

The Center for Careers, Life, and Service (CLS) encourages students to inform themselves of the internship site's sexual harassment policy and to follow it, should one exist. Beyond this, the CLS asks students to report any incident as soon as possible, allowing both the College and the internship site the opportunity to promptly intervene. When a student intern contacts a CLS staff member and reports any form of harassment that he/she may be experiencing at the internship site, a member of the CLS staff will immediately facilitate appropriate interventions with the participating internship site and Internship Supervisor. All interactions during the intervention will be documented by the Center for CLS staff and kept on file.

These interventions may include:

- The CLS staff providing guidance to the intern on how to confront the individual(s) harassing him/her.
- The CLS contacting the Grinnell College legal counsel for assistance in facilitating the intervention(s).
- The CLS contacting the Internship Supervisor and establishing a formal meeting to present the allegations the intern reported. This meeting may or may not include the student being present at the meeting. The student, in consultation with the CLS, will determine the level of involvement that he/she wishes to have in the face to face component of the intervention(s).
- Removing the intern from his/her internship site.
- Removing the internship site and/or perpetrator from the approved list of internship partnerships.

## **MISCONDUCT OF STUDENT INTERN TOWARD A SUPERVISOR/CO-WORKERS**

The Center for Careers, Life, and Service (CLS) asks the Internship Supervisors to report any incidents as soon as possible allowing the College the opportunity to promptly intervene. When an Internship Supervisor contacts a CLS staff member and reports any form of harassment being experienced at the internship site, a member of the Center for CLS staff will immediately facilitate appropriate interventions with the student intern and the participating internship site and Internship Supervisor. All interactions during the intervention will be documented by the CLS staff and kept on file.

These interventions may include:

- The CLS staff providing guidance, if necessary, to the internship site on how to confront the student intern.
- The CLS contacting the Grinnell College legal counsel for assistance in facilitating the intervention(s).
- The CLS contacting the student and Internship Supervisor to establish a formal meeting to present the reported allegations.
- Encouraging removal of the intern from his/her internship site.

## **Title IX Information and Reporting**

Title IX of the Education Amendments of 1972 states that “no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX requires institutions to provide an educational environment free from discrimination based on sex.

Sexual harassment, sexual assault, sexual violence, and sexual misconduct are forms of sex discrimination. Title IX states clearly that we, as an education community, have a responsibility to promptly and equitably respond to reports of sexual harassment and misconduct in order to eliminate harassment, prevent its recurrence, and eliminate its effects.

Should a situation occur, the Center for Careers, Life, and Service will protect the privacy of the student and resolve the issue either with the internship institution or by finding an alternative. The CLS will inform the Title IX coordinator and avail the student of all the resources Grinnell College has available, whether the harassment has taken place on or off campus, during semesters or during breaks.

Bringing forward a complaint to the Title IX Coordinator does not mean that the student wishes to proceed with conduct charges or go to the police, though these options are always available. The important part of coming forward is to learn about the resources and remedies Grinnell College can provide, to understand the options the student has, and to help make Grinnell a safer place.

## **REPORTING**

1. We encourage all Grinnell community members to report any sexual harassment or misconduct.
2. Reporting incidents of sexual harassment or misconduct allows the College to assist the individuals involved and help the campus prevent further incidents.
3. The College will promptly investigate and respond to all reports of sexual misconduct and harassment in order to attend to the individual’s safety in the context of community safety. The College recognizes that a student may make a report to any trusted employee of the College —

i.e., a student might seek advice or support from a coach, professor, staff person, or student employee.

4. While these employees will always respect a student's privacy interests, all College employees are required to share the report with the Title IX Coordinator or a member of the College's Title IX team to ensure a coordinated and informed response.
5. The College also provides several confidential resources for students, including the counseling and medical staff at Student Health and Counseling Services (SHACS), the Chaplain and Associate Chaplain/Rabbi, and Grinnell Advocates.

Students seeking to talk to someone about an incident of sexual harassment or misconduct without triggering any investigation or action by the College are encouraged to speak with one of these confidential resources. Information shared with these individuals will not be shared without the consent of the student.

6. If you have questions or concerns related to a possible incident of sexual harassment including sexual assault or violence, here are contacts that will help:
  - Emergency Assistance: 911
  - Grinnell Campus Safety and Security for 24 hour help for security or to reach Grinnell Advocates: 641-269-4600
  - Grinnell Police Department: 641-236-2670
  - Grinnell Regional Medical Center Emergency Room: 641-236-2380
7. On-Campus Reporting Options:
  - Angela Voos, Interim Title IX Coordinator: [voos@grinnell.edu](mailto:voos@grinnell.edu), 641-269-3024, Nollen House - 1121 Park Street
  - Travis Greene, Dean of Students: [greenet@grinnell.edu](mailto:greenet@grinnell.edu), 641-269-3714, JRC 3rd floor
  - Steve Briscoe, Director of Campus Safety and Security: [briscoe@grinnell.edu](mailto:briscoe@grinnell.edu), 1432 East Street (In addition to security and transportation, you can contact RLCs or deans on call through this number.)

On Campus Confidential Resources:

- Deanna Shorb, Dean of Religious Life and Chaplain: [shorb@grinnell.edu](mailto:shorb@grinnell.edu), 641-269-4981, 1233 Park Street
- Harriett Dickey-Chasins, Director of Student Health & Counseling Services & Lead Psychologist: [dickey@grinnell.edu](mailto:dickey@grinnell.edu), 641-269-3230, Forum Room 151A

Off-Campus Confidential Resource:

- Domestic Violence Alternatives/Sexual Assault Center: 800-779-3512

## International Internships

Grinnell College will **not** release funds to students who have been approved for a summer internship if the location is in a country or area considered to be unsafe by the U.S. Department of State. Should such a Travel Warning or Travel Alert be issued that advises individuals to defer travel to a particular region/country come into effect prior to the beginning of an internship, you will need to work closely with the Internship Coordinator at the CLS to possibly find an alternative internship site if possible. In cases where such a Travel Warning or Travel Alert is issued while an internship is in progress, a decision to withdraw the student intern from the region/country may be based upon the advice of the U. S. Department of State. You will need to work closely with the CLS to facilitate your immediate departure.

## Notice of Tax Consequences of Internship Stipends

### U.S. CITIZENS

Grinnell College does not withhold any amount towards payment of federal, state or local income taxes related to this internship or fellowship stipend. Grinnell College will not send a Form 1099 or a Form W-2 to the recipients of the stipend. Your responsibilities related to the tax implications of this stipend are as follows:

- 1) Determine the taxability of the stipend payment. For example, using the stipend for living expenses makes it a taxable transaction.

If the determination is that the stipend is taxable, then:

- 2) File any applicable estimated tax statement and pay any tax due.
- 3) Report the stipend payment in the year received on your Federal income tax return and pay any tax due.
- 4) Report the stipend payment on any state or local income tax return, if required by law, and pay any tax due.
- 5) Determine whether you are subject to taxation by any other country and take all necessary steps to comply with other country's tax laws.

If you have any questions, please contact the Accounting office at 641-269-4500.

### CURRENT STUDENTS - NRA

This internship or fellowship stipend paid while you are completing your education at Grinnell College is a non-qualified scholarship, which is taxable (a scholarship is qualified if it is used for tuition/fees). Grinnell College has withheld United States federal income tax from this payment at a rate of 14%.

This payment will be reported on Form 1042-S at December 31<sup>st</sup>. Your responsibilities related to the tax implications of this stipend are as follows:

- 1) Report the stipend payment in the year received on your United States Federal income tax return and pay any tax due.
- 2) Report the stipend payment on any state or local income tax return, if required by law, and pay any tax due.
- 3) Determine whether you are subject to taxation by any other country and take all necessary steps to comply with other country's tax laws.

Note: If your internship or fellowship will occur outside of the United States, this payment is considered "foreign source income" and is not taxable in the U.S. Therefore no tax has been withheld. You should take note of #3 above and determine whether this payment is subject to taxation by any other country and take all steps to comply with other country's tax laws.

If you have any questions, please contact the Accounting office at 641-269-4500.

## Budgeting Tips

This may be the first time you have been living on your own away from family and Grinnell. Whether you are getting paid by your internship organization, receiving a College stipend, or you are using your savings, you may be wondering how you will be able to manage your finances in an effective way to ensure that you have finances to cover your expense throughout your entire internship. The key to successful budgeting is having an efficient plan and sticking to it. This section, provided by the Social Entrepreneurs of Grinnell (SEG), will show you how to make a budget plan and minimize your discretionary expenses.

### **BUILD A BUDGET PLAN**

The first step to building a budget plan is to know what your income will be during your internship. If you are paid by the hour, you will need to do some estimating. Be sure to take taxes into consideration.

The next step is to take stock of your mandatory expenses. These are things you cannot avoid such as rent, transportation costs, utilities bills, internet bills, and food. Before you choose a place to live for your internship, shop around to find the best deals on rent and utilities.

Finally, your next step is to forecast your other expenses. These are the things you don't have to spend money on but should if you want to have a comfortable summer. Think seriously about this. How often will you go to the barber, to the movies, or to the pub? How much are you comfortable saving to cover unforeseen circumstances? Once you have the answers to these questions, you can figure out how much money you expect to spend every month.

### **TIPS FOR MINIMIZING COSTS**

#### *Get Rid of Unnecessary Periodic Expenses*

Small but frequent expenses can add up over time. For example, if you buy a morning cup of coffee for \$3 every morning, that's \$15 per week, \$60 per month, and \$180 per three months. If you work this into your budget, then that is great, but if spending \$180 dollars on coffee seems like a lot to you, then you should consider forgoing this part of your morning routine.

#### *The "Step Down" Method:*

An alternative to eliminating periodic expenses completely is to use the *step-down method* to reduce the cost of a habit. For example, consider the hypothetical cost of a morning pancake obtained in several different ways.

\$3.49+tip	<b>Top Step:</b> Sit-down restaurant
\$1.99	<b>2nd Step:</b> Fast food
\$0.77	<b>3rd Step:</b> Store-bought frozen
\$0.25	<b>4th Step:</b> Store-bought dry mix
\$0.16	<b>5th Step:</b> From scratch

The step-down method can be applied to any of your flexible expenses (i.e. clothes, food). It's harder to apply this method to mandatory expenses (i.e. rent, utilities). Note that the per pancake cost is what matters, not how much you spend on ingredients!

### *Be Thrifty*

#### **Food:**

- Concentrate on nutritious foods. Drink water rather than pop. Have some non-meat meals.
- Cut down on meals away from home by packing bag lunches.
- Pastas are especially cost efficient.

#### **Housing:**

- Offer to manage the building or do mowing/shoveling in exchange for reduced rent.
- Move in with relatives/friends for cheap rent. Offer to cook.

#### **Utilities:**

- Hang-dry clothes to avoid dryer costs and ironing.
- Turn off the lights when you leave the room. Pull the shades and use fans instead of air conditioning.
- Dress warmly and set the thermostat lower; and turn it down when away or sleeping.

#### **Transportation:**

- Use buses, organize a carpool, walk, or bike to save on transportation costs.

#### **Recreation:**

- Take advantage of the library for books, movies, music, and free Internet access.
- Develop hobbies that save or even make money: vegetable gardening, repairing, knitting, etc.
- Break costly habits, such as smoking, drinking, or gambling, and save the difference.

#### **GENERAL BUDGETING TIPS**

- Make shopping lists.
- Use a credit or debit card if possible to avoid getting coins, but keep track of how much you spend and pay your credit card bills early!
- Don't carry too much cash.
- Use product rebates and coupons for things you are going to buy anyway.
- Buy store brands, if not lesser quality.
- Shop around and compare prices.
- Save all your loose change in a jar. When it's full, deposit it into a savings account.
- Set up auto-transfer to move money from your checking into savings account monthly (but don't overdraft!).
- See if your work will directly deposit your paycheck – some to checking, some to savings.
- Put all extra money (bonuses, tax refunds, gift money, rebates) into savings.

## Internship Supervisor Evaluation of the Intern

The Center for Careers, Life, and Service will contact your Internship Supervisor for mid-term and final evaluations. Your Faculty Sponsor (*if applicable*) will receive a copy of completed evaluations. The purpose of these evaluations is to promote the importance of communication between you and your supervisor as well as to help you identify areas where you can grow and improve professionally. You and your supervisor will use the following criteria to evaluate your performance together:

### A. Ability to Learn

1. Asks pertinent and purposeful questions
2. Seeks out and utilizes appropriate resources
3. Accepts responsibility for mistakes and learns from experiences

### B. Reading/Writing/Computation Skills

1. Reads/comprehends/follows written instructions
2. Communicates ideas and concepts clearly in writing
3. Works with mathematical procedures appropriate to the job

### C. Listening & Oral Communication Skills

1. Listens to others in an active and attentive manner
2. Effectively participates in meetings or group settings
3. Demonstrates effective verbal communication skills

### D. Creative Thinking & Problem Solving Skills

1. Breaks down complex tasks/problems into manageable pieces
2. Brainstorms/develops options and ideas
3. Demonstrates an analytical capacity

### E. Professional & Career Development Skills

1. Exhibits self-motivated approach to work
2. Demonstrates ability to set appropriate priorities/goals
3. Exhibits professional behavior and attitude

### F. Interpersonal & Teamwork Skills

1. Manages and resolves conflict in an effective manner
2. Supports and contributes to a team atmosphere

3. Demonstrates assertive but appropriate behavior

### G. Organizational Effectiveness Skills

1. Seeks to understand and support the organization's mission/goals
2. Fits in with the norms and expectations of the organization
3. Works within appropriate authority and decision-making channels

### H. Basic Work Habits

1. Reports to work as scheduled and on-time
2. Exhibits a positive and constructive attitude
3. Dress and appearance are appropriate for this organization

### I. Character Attributes

1. Brings a sense of values and integrity to the job
2. Behaves in an ethical manner
3. Respects the diversity (religious/cultural/ethnic) of co-workers

### J. Industry-Specific Skills

1. Any specialized skills specific to the industry or field you are working within.

## Conclusion

We hope you have found the information in this handbook helpful as you prepare for your internship. Contact the Center for Careers, Life, and Service with any questions or concerns before, during or after your internship. We're here to assist you. Enjoy your internship experience and make the most of it!

