

OTTERBEIN UNIVERSITY
DEPARTMENT of HEALTH and SPORT SCIENCES

SPORT MANAGEMENT

**INTERNSHIP
MANUAL**

(SMGT 4900)

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Preface

Employers increasingly prefer to hire individuals with prior work experience in a relevant field. Graduates who have the right attitude and possess a range of effective communication, organizational, and management skills are keenly sought by sport industry recruiters. A Bachelor of Arts degree from the Department of Health and Sport Sciences and Otterbein University equips students with these essential skills and experiences, largely through the provision of an internship requirement. Recognizing that internships are a key initial step in beginning a career in the highly competitive sport industry, all sport management majors are required to participate in a full-time internship experience. The Department's internship program has proven invaluable to students in allowing them to apply skills and knowledge gained at the University in a practical context and in preparing them for a career in the area of Sport Management. Students are also able to make the transition from student to professional while honing their skills and building their network.

All Sport Management interns are required to work full-time at an approved organization/agency for a *minimum* of 252 hours of professional practice over a period of 14 consecutive weeks in a given semester prior to graduation. Upon successful completion of this experience, students receive 6 academic credits. The internship program establishes a three-way partnership agreement between the participating *organization/agency, university faculty supervisor, and student*. Partners assume responsibilities, perform functions, and receive benefits as a result of their involvement in the program. Students in the internship are supervised directly by professionals in sport-related career fields, who communicate directly with the university faculty supervisor. While each learning experience will differ due to the type of agency, situation, and duration, dedicated faculty will guide and assist the students through their professionally-oriented learning experience. At the end of their internship, students will be able to enter their chosen profession with confidence. This manual is intended to outline the necessary steps that students must follow in order to procure an internship site and the requirements that **MUST** be met in order to complete their internship experience. The roles and obligations of all three parties have also been clearly delineated in order to ensure the success of the internship program.

Introduction

Otterbein University offers internship opportunities to qualified students who seek a learning experience that integrates their formal academic preparation with a semester-long work experience. The objective of the internship program is to further the student's development of a central core of values, attitudes, skills and information related to the world of work through experiences outside the classroom or campus environment. In addition to providing the students with the opportunity to add depth and relevance to the more traditional classroom work, internships enhance classroom learning by accessing the city's resources, enabling students to gain a sense of different career fields and of specific jobs within those fields, as well as allowing students to improve upon their job search, networking, and interviewing skills.

Otterbein University's strength in this area and depth of prospective internship site offerings derive from our location near Columbus, a busy capital city, and its surrounding communities. Here, there are many opportunities for students to gain access to a wide variety of work settings; from governmental to corporational, commercial to recreational; public, private, and semi-private agencies. Places where personnel are qualified to supervise the student interns and programs provide varied and sequential experiences. Places that provide the student interns with opportunities to gain an understanding and an appreciation of the roles, duties, and responsibilities of a "sport manager".

The Sport Management faculty consider an internship to be a structured and supervised capstone work experience which may be paid or voluntary and take place at a variety of organizations/agencies. The internship program establishes a three-way partnership agreement between Otterbein University, an approved organization/agency, and a student (intern) whereby the latter receives training of a practical nature in his/her area of interest under the supervision and guidance of a qualified professional in some aspect of sport management. Supervised internship experiences provide an opportunity for students to synthesize, transfer and apply learning gained through previous study and practice to all phases of the organization's/agency's operation. Most internship students gain opportunities for experience in the areas of leadership, administration, program development, facility operations, event management, sales and marketing, public relations, media relations, fan development, etc.

An internship is a graduation requirement for the Department of Health and Sport Sciences' Sport Management major. Whether exploring a potential career or studying more deeply in a specialized academic area, Otterbein University student interns use Columbus' rich resources for their own benefit and translate their learning into course credit.

This Internship Manual has been developed for the Department of Health and Sport Sciences' Sport Management majors, university faculty advisors, and organization/agency site directors/supervisors. It is intended to assist everyone in understanding the policies, procedures, roles, and expectations of an internship program. In order to meet Otterbein University's (not the Department of Health and Sciences) internship requirements, these guidelines mandate that student interns:

- develop a learning contract;
- have that learning contract approved by the internship faculty advisor;
- maintain contact throughout the internship with the site director/supervisor to evaluate their work progress;
- produce evidence of new learning and insights gained from the internship; and
- evaluate the internship experience in a well developed report form.

What is an Internship?

The North American Society for Sport Management's (NASSM) *Sport Management Program Standards and Review Protocol* (2007) and the Commission on Sport Management Accreditation (2017) describe internship experiences as self-contained for academic credit. This experience is actual work in a sport management setting subsequent to the junior year in which management practices are applied. Final arrangements for the internship are completed with a member of the faculty. The internship is a full-time (42+ hours/week) work experience for a *minimum* of 252 hours. It must be directed and evaluated by a qualified faculty member with appropriate supervision by an on-site professional.

An internship allows students to transition from being a student to becoming a professional in the field, to gain further experience in an extremely competitive industry, to explore career options, to confirm career choices, to gain a greater understanding of the industry, and to develop their network for future employment and professional development. Internship experiences are usually scheduled at or near the end of classroom work. This notifies sponsoring organizations that students are familiar with textbook knowledge and are in good positions to apply it proficiently. Also, completion of internships at the end of classroom education may be advantageous to students if there are possibilities of permanent employment with the sponsoring organization upon field experience completion.

Internship experiences are full-time commitments designed to give students pre-professional associations with sponsoring sport organizations. Because internships are full-time experiences, students generally enroll only for the internship during a particular semester and do not attempt to complete other coursework. The duration of the internship is based on the number of credit hours in which the student is enrolled. Academic credit for internships generally meet institutional criteria for a full-time student. Internship opportunities are available during the entire calendar year.

*****NOTE:** An internship is not getting credit for a regular job that a student already has or is about to start. Under no circumstance will a student be allowed internship credit for existing employment.

Why do an Internship?

Internship programs are becoming more common because experiential learning is being seen more and more as an effective curricular tool. Internships are also, perhaps, the only way to maintain a commitment to the liberal arts education and still adequately train students to take on a responsible role in an ever-changing society.

What is it about an internship that is so valuable? Why should a student be required to do one? An internship provides a variety of benefits for the student including:

- applying what the student learned in the classroom to the working world;
- providing valuable work experience that employers seek when hiring full-time employees;
- allowing the student to explore selected career fields/jobs through first hand experience;
- adding to the student's resume, making him/her more marketable in the job hunt;
- developing job search skills;
- securing references for future jobs;
- building transferable skills (skills that every organization will want you to have such as: professional attitude, communication, human relations, group work, etc.);
- learning the skills of working in a corporate or nonprofit environment;
- sparking a new career interest or direction;
- building a network of people in a given field;
- increasing the development of decision-making and analytical skills through experience in actual work environments;
- creating a better understanding of theory by its actual application in practice;
- being a source of fresh perspectives, insights, and ideas for an organization;
- being given an opportunity to preview and evaluate potential employers;
- increasing the potential for a higher salary and greater advancement upon graduation as a result of previous experience;
- learning more about their own strengths and weaknesses;
- learning what it means to be a professional;
- awarding academic credit toward fulfillment of the student's degree requirements;
- assessing the internal dynamics of a sport enterprise/industry;
- formulating professional behaviors appropriate to the profession;
- formulating interpersonal and professional communication skills; and
- evaluating sport management as a career choice.

Aims and Objectives of an Internship

The major purpose of the internship is to provide the student with practical background experience in a setting where learning is the primary objective of that experience. This experience should have as its aim, the enhancement of the professional growth of the student and the furthering of his/her understanding and appreciation of the role of the professional and of the purposes and programs of the internship organization/agency. The internship will provide a means for determining the student's strengths and weaknesses and an opportunity for the student to mature, practice, improve, and evaluate skills, techniques, principles, and theories that s/he has been exposed to during his/her years on the University campus.

An internship also has as its objective, the improvement of the educational process and enlargement of the scope of the University's professional curriculum in Sport Management. By providing a laboratory for the application of theoretical knowledge, an opportunity will be afforded for continuing evaluation of the entire Sport Management curriculum.

The specific goals of the internship program for the entire Otterbein University community include:

- applying, evaluating, testing, and integrating academic knowledge and theoretical concepts in a work setting;
- developing and expanding the student's knowledge about him/herself and his/her abilities, goals, and career interests in a work setting;
- expanding the student's awareness of the world beyond the university campus by being exposed to a variety of careers, disciplines, lifestyles, and environments;
- reducing the student's intellectual and geographical parochialism;
- gaining access to knowledge and equipment not available on the university campus;
- getting the student to take a greater responsibility for their education and life; develop self-reliance, personal style, values and beliefs in a manner consistent with becoming a responsible and productive individual;
- gaining experience in the discipline and discriminatory use of evidence in making decisions and solving problems in a work setting;
- gaining practical experience under qualified professional supervision, including periodic evaluations and feedback;
- providing an opportunity to supplement and/or redirect classroom experiences; and
- interacting with and learning from sport industry professionals.

The internship program benefits the organizations/agencies by:

- permitting the organization/agency to better serve clientele through the contributions of an intern. (Interns can serve as a low-cost, short term solution to handle increased work loads and complete needed projects, while at the same time providing the intern with valuable work experience.)
- stimulating and promoting a learning experience among professional staff;
- providing organization/agency personnel with the opportunity to evaluate the effectiveness of their in-house training programs or other services based on feedback from interns;
- affording an opportunity to screen for prospective employees. (Interns become familiar with an organization's/agency's culture and work, and establish close working relationships with current employees. This makes them ideal candidates for job vacancies).
- allowing the organization/agency to contribute to the professional development of future professionals.

Academic Policies Regarding Internships

1. Internships are planned and supervised learning activities which take place outside of the classroom, preferably at off-campus sites, and for which academic credit is granted as an added dimension of the student's academic major. The program is open to **juniors and seniors** who have completed the necessary coursework which, in the judgment of the University faculty supervisor, is required by the nature of the internship proposal.
2. Students must have **completed the prerequisite course** - SMGT 2900 prior to participating in the internship program.
3. Students must be in good academic standing to apply for an internship. A **cumulative GPA of 2.7** or better is required for a student to be considered.
4. The **students** (with the assistance of the University faculty supervisor) are responsible for **arranging their internship** worksite(s). Assignments and duties of prospective student interns should constitute new, meaningful, and challenging experiences and are determined by the site supervisor, faculty supervisor, and the student. Menial tasks must not comprise the major part of the internship.
5. The student's internship work must be directly **related** to his/her field of study and individual/career interest.
6. The student's **internship work experience must gradually increase in difficulty and responsibility** while serving to the advantage of the organization/agency.
7. The faculty supervisor administrates the internship program's policies and procedures and provides assistance to the student in preparation for the internship experience.
8. The **faculty supervisor** assists the student in developing their **Learning Contracts** containing the prospective student interns' goals and objectives, a description of the internship job, description of the special project, and any necessary supporting assignments; and methods for evaluating student performance and provisions for at least four conferences with the faculty supervisor at regular intervals during the internship period.
9. During this time, the faculty supervisor conducts at least **one on-site visit** and is responsible for submitting the final grade for the internship.
10. The **site supervisor** at the organization/agency develops a description of the student intern's job responsibilities and/or special project assignment(s), provides orientation and job training for the student, supervises the student's work and completes the mid-term, final, and special project evaluations.
11. All students must complete an **Undergraduate Registration Permission Form for Internship 4900**, and **Learning Contract** before registering for an internship.
12. All students must **register for internships at least one semester in advance** of the internship experience.
13. All students must complete an **on-line Sexual Misconduct course – *Campus Clarity: Think About It***, prior to starting the internship. The course examines issues related to sexual harassment/misconduct and provides information about policies and resources available to students. If you have not yet taken the course, contact Julie Saker, Associate Dean of Students, at jsaker@otterbein.edu, and she will send you the link.
14. All **deadlines** for the completion of written assignments, special projects, and evaluations are determined by the faculty supervisor.
15. It is *assumed* that students are **not paid** for internships. Organizations/agencies may, but are not required to, compensate the student for their services. Students should be aware that many

internships are completed as a volunteer. If the organization/agency does decide to remunerate the student, it may take the form of liability insurance, meals, parking, transportation, lodging, and wages. It is the student's responsibility to negotiate all remuneration. Otterbein University or the Department of Health and Sport Sciences, has no responsibility in securing or administering remuneration. In those cases where financial compensation may be provided to the students, the faculty supervisor must concur that the learning objectives and nature of the internship are satisfied first rather than salary consideration. Financial compensation and other benefits are the decision of the organization/agency and have no direct relationship with the internship. Benefits are nice but are not required as part of the internship.

16. Students must **pay tuition** for the internship based on the semester hours attempted. Any extra travel or work-related expenses are the student's responsibility.
17. Students must **provide their own transportation** to placement sites.
18. Internships are limited to **6 credit hours** (*or up to a maximum of 16 credit hours*) per semester for degree requirements at Otterbein University. A *minimum* of 252 on-site hours are required over a 14 week period. To determine the number of on-site hours required, multiply the number of credit hours by 42.
19. The **hours of work per week** must be documented through daily logs OR weekly summary sheets.
20. Internships are **graded**. An “**In Progress**” (IP) grade may be assigned until all course work requirements are completed and submitted to the University Faculty Supervisor, who is responsible for overseeing the internship. Once all requirements have been met, the faculty supervisor will change the IP grade to a letter grade by submitting a *Change of Grade Form* to the Registrar. Credits for this course count toward professional course work for graduation requirements and are included in calculating the student's GPA.
21. **No academic credit is given for an internship where there is existing employment.** Since the purpose of an internship is to seek out and experience new learning opportunities and challenges, students are generally not allowed to complete an internship with an organization/agency where he/she is already employed or has been employed in the past. However, if the internship responsibilities differ significantly from prior or present work experiences, a student *may submit a letter of exception* outlining the differences (with support from the organization/agency) to the University Faculty Supervisor for consideration.
22. Evaluations, assignments, projects, presentations, etc. must be completed and submitted to the faculty supervisor for the final grade.

Locating an Internship Site

Students are encouraged to begin the process of securing the internship placement of their choice at least two (2) semesters in advance of the actual internship start date. Final approval for the internship placement will be made by the University Faculty Supervisor in consultation with the student.

Prior to contacting organizations/agencies, serious thought should be given to the goals and objectives which are to be accomplished during the internship experience. Some goals and objectives can be better accomplished at one organization/agency than another, so it is important for prospective student interns to have an idea of purpose as the internship site is being selected. Specific skills, programs, etc. identified in the goals and objectives may influence the choice of the internship site.

Once the goals and objectives have been completed, a resume will be developed by the students. The students should have several copies of the final product, one for the university faculty supervisor, one for each potential internship site supervisor, and one for his/her personal file. At this point, contacting specific organizations/agencies in regard to the availability of internship placement is appropriate. If students have an organization/agency in mind, work may begin with them to arrange the internship. If students do not have an appropriate organization/agency in mind, a directory of possible internship sites is available on the Health and Sport Sciences Department's Sport Management website.

After phone or email contact has been established with an organization/agency, a meeting or interview should be arranged between the prospective student intern and the organization/agency (site) supervisor, so that both can judge the appropriateness of the internship placement. Students should provide their site supervisors with a resume in advance, and bring to the meeting the intended goals and objectives for the internship and information as to the expectations of the organization/agency by the University. Any organization/agency may refuse students seeking an internship; therefore it is important for prospective student interns to prepare for and present themselves in a professional manner. Students must contact any organization/agency with which they have decided not to work. A short letter thanking them for their time is appropriate and helps maintain a good professional image with that organization/agency.

When interviewing, prospective student interns should treat the interview for the internship like an employment interview. Dress in appropriate attire. Be prepared to answer questions about yourself and Otterbein University's Health and Sport Sciences Department's Sport Management Internship Program. A few questions that might be asked of prospective student interns include:

- Why are you interested in this internship?
- What do you have to offer this organization/agency or position?
- How many hours are required by Otterbein University's Internship Program?
- What do you hope to learn from this internship?

Questions that student interns should ask their prospective site supervisors (who will assist them in preparing the Learning Contract) might include:

- What are my specific responsibilities and duties?
- What daily assignments can I expect to receive?
- What type of work assignments have previous interns performed?
- Who will be my immediate supervisor?
- What special procedures or rules should I be aware of?

- How will my work be evaluated?
- What are some examples of a “special project” that I may be responsible for?

For more “interviewing” questions, refer to Otterbein University’s Center for Career Planning and Professional Development’s website. You will also find an interviewing handout, information on avoiding interviewing mistakes, a guide to company visits, and an interview prep/checklist, etc.

If an internship site is mutually agreeable, the site supervisor and the prospective student intern must complete the Learning Contract (with goals, objectives AND a job description attached) and return it to the university faculty supervisor. If these two documents are appropriate, the internship site will be approved by the faculty supervisor at this time.

Internship Sites / Organizations

A listing of potential sponsoring organizations/agencies that have had or are currently hosting Sport Management interns can be found on the HSS Department’s Sport Management website. Many have led to full or part time employment.

Necessary Forms & Paperwork Required to Obtain and Register for an Internship

1. Undergraduate Registration Permission Form for Internship 4900
Obtain from the Registrar's Office or University Faculty Supervisor.
See Appendix B.
2. Learning Contract (with goals and objectives)
See Appendix C.
3. Internship Job Description
4. Resume and Cover Letter
See Appendix D for information on how to prepare a resume and write a cover letter OR pick up (or download) a copy of "Resume" materials and "Cover Letter" materials (found under "Special Documents"), from Otterbein University's Center for Career Planning and Professional Development website.
5. Unofficial copy of University Transcripts or Course Audit papers
6. On-line Sexual Misconduct course – *Campus Clarity: Think About It*. The course examines issues related to sexual harassment/misconduct and provides information about policies and resources available to students. If you have not yet taken the course, contact Julie Saker, Associate Dean of Students, at jsaker@otterbein.edu, and she will send you the link.

Termination of a Student Intern

The cooperating organizations/agencies have policies and procedures to which student interns must comply. If the student interns continually violate any policies or procedures, the cooperating organizations/agencies have the right to terminate the student's internship at any time with the subsequent loss of 6 (up to 16) hours of academic credit. The Otterbein University Sport Management program has certain expectations of its students enrolled in its internship program. If these expectations are not fulfilled, the student's internship with the cooperating organization/agency may also be terminated with subsequent loss of the 6 (or up to 16) hours of academic credit.

Every effort is made by both the University Faculty Supervisor and the Organization/Agency (Site) Supervisor to support the internship learning process, but on occasion, it may be necessary to either a) terminate a student intern; or b) remove an intern from an Organization/Agency for reassignment elsewhere. Because of differing Organization/Agency guidelines and stipulations with in the University, each case must be considered separately.

Possible grounds for dismissal of an intern by an Organization/Agency (and termination of the contract) or the University may include, but are not restricted to:

- lack of student responsibility (e.g., being constantly late for work, failing to report absences in advance, misuse of equipment, failure (within reason) to undertake or complete assigned tasks);
- engagement by the intern in illegal or unethical behavior;
- violation of employer's policies (e.g., confidentiality, safety, sexual harassment, racial or religious discrimination);
- personal problems or emotional problems that hamper an intern's ability to function in a work place environment;
- reporting to the work site under the influence of alcohol or illicit drugs; or
- failure to adhere to the policies and procedures stated in the Otterbein University, Department of Health and Sport Sciences' Sport Management Internship Manual.

Termination of an Intern by an Organization/Agency

Termination of an intern by an Organization/Agency is a serious matter and as such the Department of Health and Sport Sciences has set forth the following policy guidelines:

- a) The Site Supervisor must immediately make a preliminary phone call to the University Faculty Supervisor if circumstances arise that could eventually lead to the dismissal of an intern. The reasons for the termination must be discussed and understood by the Faculty Supervisor;
- b) The Chairperson of the Department of Health and Sport Sciences must be immediately notified by the Faculty Supervisor of the dismissal or pending dismissal proceedings against an intern;
- c) The Faculty Supervisor must continue to maintain direct and open communication with both the intern and Site Supervisor;
- d) The Organization/Agency must have reviewed, in writing, the concerns with the intern and given the student the opportunity to correct the problem where this is possible;
- e) Every effort should be made to reconcile the issues, but it is still possible that an Organization/Agency's decision to terminate an intern will stand. Termination of the intern must be mutually agreed to by both the Site Supervisor and the University Faculty Supervisor;
- f) The Site Supervisor must provide a one-week termination notice to the intern;

- g) A written statement outlining the reasons for termination and all appropriate documentation arising from the internal review must be provided by the Organization/Agency to the University Faculty Supervisor.

Circumstances may arise where it is necessary, or prudent, for the University Faculty Supervisor to remove an intern from a particular Organization/Agency, and relocate them to another work placement site without academic penalty. These circumstances include, but are not restricted to the following:

- excessive work of a trivial nature (e.g., stapling, copying). [Note: work of this nature is to be expected to some degree, but should not be the sole focus of the internship placement as stipulated in the learning agreement.]
- significant violations of terms of engagement on the part of the Organization/Agency (e.g., employment duration);
- intimations or evidence of conflict either between the Site Supervisor and the intern or the intern and other colleagues;
- unsafe working environment;
- strike action, lockouts, or other labor-related disruptions experienced at an Organization/Agency;
- Organization/Agency bankruptcy or financial exigency resulting in the inability to retain an intern;
- interruption of an intern's site placement due to termination of the Site Supervisor; and
- sexual or other harassment of the intern in a work place setting. **Otterbein has multiple resources to assist you if you think you may have been discriminated against or sexually harasses. Even though the internship may be off campus, Otterbein students participating in credit-bearing internship fall under University Discrimination and Harassment Policy and Sexual Misconduct Policy. You may want to speak with your on-site supervisor or human resource department, and/or your university faculty supervisor. Most likely, the organization/agency has workplace discrimination and harassment policies.

Agency termination by the Student/Intern.

The removal of an intern from an Organization/Agency site is considered a serious issue by the Department of Health and Sport Sciences. The Department has adopted the following policy procedure:

- a) The student must make a preliminary phone call to their University Faculty Supervisor to initiate formal proceedings for removal from an internship site. The student must meet with their Faculty Supervisor to discuss removal reasons. These reasons must be clearly understood by all parties involved;
- b) Termination must be agreed upon by the University Faculty Supervisor;
- c) The student must provide a written statement outlining the reason(s) for removal from the site. Before a copy of this letter is sent to the Site Supervisor, the student should discuss this letter with the University Faculty Supervisor;
- d) Normally, a two-week termination notice should be given to the Organization/Agency by the student, unless circumstances dictate otherwise;
- e) Students will not initiate a change in internship location without prior written approval from their University Faculty Supervisor.

Responsibilities of the University Faculty Supervisor

Many Sport Management programs have a designated faculty member who is committed to the goals and values of experiential education and is willing to serve as the internship's University Faculty Supervisor. The Faculty Supervisor is available to assist in the prospective student intern's site searches, articulate program goals and objectives to the prospective student intern, the academic community, and various sponsoring organizations/agencies, and observe practices and activities in a variety of settings. On behalf of the students and the sponsoring organizations/agencies, the responsibilities of the University Faculty Supervisor include:

1. Developing and/or securing new internship sites.
2. Reviewing and approving an organization/agency as an internship site and instituting procedures for placement of a student intern.
3. Evaluating existing internship sites and working to constantly upgrade the quality of the internship.
4. Maintaining an updated file of potential sites (organizations/agencies) providing internship programs.
5. Developing and maintaining a vehicle for disseminating information on appropriate internship sites to eligible students.
6. Serving as a resource person for the cooperating sites (organization/agency) and the student.
7. Interpreting the internship program to the organization/agency, clarifying the organization's/agency's responsibilities, requirements, and reporting procedures.
8. Confirming the prospective student intern's eligibility.
9. Assisting with the student's search for an appropriate internship site if necessary.
10. Reviewing proposed internship assignments to assess the amount of credit allowed for the internship experience.
11. Serving as the liaison between the organization/agency and the University.
12. Developing and disseminating the forms necessary to complete the internship registration process.
13. Developing the learning experiences, requirements, and materials to be used by the students during their internship.
14. Establishing and disseminating pertinent program and University deadlines to the students.
15. Informing prospective student interns that the Learning Contract, Undergraduate Registration and Permission Form for Internship 4900, and the on-line sexual misconduct course-*Campus Clarity: Think About It*, must be completed with the necessary signature approvals prior to registering with the Office of the Registrar on or before the appropriate deadline date.
16. Informing prospective student interns that they must file an initial Learning Contract at least one academic semester prior to the time the internship is to take place. The Faculty Supervisor's signature indicates a willingness to become actively involved in the internship, beginning with assistance in formulating learning objectives, through supervision of the internship, to evaluating and grading of the internship. The Learning Contract must be signed by the student, site supervisor, and the faculty supervisor. A copy must be placed on file in the Academic Dean's Office. [NOTE: No faculty member is obligated to take on an internship, nor to find internships for students. The internship should be regarded as a student initiative with the faculty supervisor taking the supervisory role.]
17. Helping prospective student interns develop the Learning Contract. (Students should play a major role in the planning and formulating stages of the internship in order to recognize their responsibilities). The areas in which a faculty supervisor needs to pay close attention to include: 1) Learning Objective/Activities and 2) Evaluation. Learning activities should relate to the objectives. While many of the activities will be determined by the site supervisor, the faculty supervisor may ask the student to follow through on other activities (reading, research, interviewing, etc.) that will add an additional dimension to the internship. Often, a Faculty Supervisor asks the student intern to

- keep a journal or daily log. It is important that activities be defined in a precise manner (ex. journal – daily or weekly? Summary or critical assessment? Specific questions or general thoughts?). See Appendix A for the list of Learning Activities/Assignments.
18. Possessing of the Learning Contracts and facilitation of their handling by the University.
 19. Developing instruments to be used by site supervisors in evaluating the student interns. See Appendices E, F, and G for a copy of the Midterm Progress Report, the Midterm Evaluation, and the Final Evaluations.
 20. Developing an instrument to be used by the students in evaluating the sponsoring organization/agency as an internship site as well as evaluating the site supervisor. See Appendices H and I for the copy of the Internship Evaluation and the Site Supervisor Evaluation.
 21. Recording of grades.
 22. Developing and maintaining information files that can be used by prospective student interns in their search for an appropriate internship setting.
 23. Accepting and processing inquiries from organizations/agencies desiring to sponsor interns.
 24. Communicating of inappropriate organizations/agencies and/or organizations/agencies that have not provided a quality experience.
 25. Obtaining a current resume on each prospective student intern and making it available to the intern's organization/agency upon request.
 26. Holding a pre-assignment conference with prospective student interns to explain the details of the internship, the procedure for selecting an organization/agency, and matching the interests and activities of the interns to their prospective sites.
 27. Holding a meeting with prospective student interns for a final briefing and to inform them of their responsibilities, requirements, and reporting procedures. Assignments required of the student interns and the evaluation of those assignments must be clearly stated and agreed upon.
 28. Visiting the organizations/agencies and interns for the purpose of observing and counseling the interns and consulting with the site supervisors regarding the performance of the interns and on any other matter relative to the internships. Due to the educational aspect of the internships and because credit hours are given for them, faculty supervisors will visit the interns at least once. On supervisory visits, conference time should be scheduled with the organization's/agency's (site) supervisors and the student interns. If students cannot be visited on-site due to travel distance, faculty supervisors will monitor the student's progress by telephone, e-mail, video-conferencing, conference calls, etc.
 29. Reviewing the daily logs or weekly journals of the intern and making whatever recommendations or taking whatever actions are appropriate. See Appendix J for a copy of the Daily Log Sheet.
 30. Consistently meeting with student interns at arranged times throughout the internship periods in order to monitor and evaluate progress, and giving advice when needed. The faculty supervisor will schedule a minimum of four meetings during the academic semester. Meetings will occur during weeks 2, 4, 6, and 8/9. In cases where meetings are not possible, regular contact by telephone or e-mail should be maintained.
 31. Obtaining evaluations of the student interns from the site supervisors at the midpoint of the semester and at the end of the internship.
 32. Upon completion of the internships, in a conference with the students, review all assignments and documentation submitted by the students, schedule presentations, then assign the students a final grade. All grades for internships are recorded as a letter grade in order to maintain consistency. Grades are due on the date established by the Registrar's Office.
 33. Removing interns from organizations/agencies when it seems detrimental to allow them to remain or upon request of the organizations/agencies.

Responsibilities of the Internship Site Supervisor

The movement of a student from his/her academic and university-oriented lifestyle into a community Organization/Agency is challenging to the University, the student, and the Organization/Agency. There is a need for careful planning and communication. The student will be moving from patterns of student life (related to professors and peer groups) into an organization or agency where s/he will be working with professionals and dealing with the public at large. The responsibility of the organization/agency (site) supervisor is to facilitate that transition between academic studies and the world of the work place.

The identified internship Site Supervisor will be in charge of the student's training. The Site Supervisor will serve as the organization/agency-based teacher offering instruction and supervision to the Otterbein University intern and will utilize the organization's/agency's operations to further the student intern's professional competence. Without relinquishing the Site Supervisor's responsibility for the training of the intern, s/he may assign a qualified staff member as the Site Supervisor or training officer. Once the intern arrives at the organization/agency, the agency assumes responsibility to both the intern and the University. At that time, the University Faculty Supervisor will assume a secondary role in the training program, except in cases of breaches of agreement, moral conduct, or emergency situations.

The responsibilities of the Site Supervisor include:

1. Interpreting the internship program to the organization's/agency's staff and the presentation of the intern to the staff in such a manner as to insure his/her professional status.
2. Developing an internship position which exemplifies a synthesis requirement with mutually beneficial and rewarding learning experiences for both the participating intern and organization/agency.
3. Allowing the student, within reason, to observe and participate in Organization/Agency activities, such as meetings, programs, projects and training opportunities so as to obtain a broad and relevant pre-professional work experience.
4. Providing an opportunity for the student to assume an active leadership role by assigning projects or tasks to improve their organizational and supervisory responsibilities.
5. Assigning routine administration and management tasks to the student in order for them to gain a greater understanding of the Organization's/Agencies operation
6. Meeting with the intern to determine (as nearly as possible), the program and schedule the intern will follow, keeping in mind the aims and objective of the internship program and the areas of experiences to which s/he should be subjected.
7. Orienting the intern when appropriate to the customs of the organization's/agency's philosophy, purposes, policies, administration, programs, services, facilities, etc. and informing him/her of all pertinent regulations.
8. Orienting the intern when appropriate to the customs of the community.
9. Establishing a schedule of experiences for the intern through an initial meeting/conference.
10. Challenging the intern with meaningful experiences, which meet both the student intern's and the organization's/agency's needs.
11. Designing learning experiences and assignments with the student intern. Assisting the student intern in developing the Learning Contract (Appendix C, which is an outline of what s/he intends to learn and accomplish during the internship. The Learning Contract is an effective way of

- establishing agreement about mutual intentions and expectations for the internship and developing criteria for supervision and evaluation.
12. Familiarizing the student intern with minor duties and responsibilities, gradually adding more as the intern's ability permits and internship progresses.
 13. Providing all of the necessary forms to be completed by the student intern (ID, auto-registration, etc. where applicable). Also providing any necessary materials needed for the work/internship assignment(s).
 14. Providing the University faculty supervisor with an internship job description for any internship job title or position into which an Otterbein Sport Management intern may be placed.
 15. Maintaining contact with the University Faculty Supervisor as the internship progresses. The Faculty Supervisor will initiate the contact. Some topics that might be appropriate to discuss include:
 - Is the intern performing as expected?
 - Are there major discrepancies between the site supervisor's perception and the intern's?
 - Is the intern developing appropriate professional behavior with both staff and Site Supervisor(s)?
 - Is the intern accepting direction, supervision, and constructive criticism?
 - Are there ways the internship can be improved?
 - Any other items you might wish to discuss as the semester progresses.
 16. Paying the student intern the amount indicated on the internship job description if financial compensation is provided.
 17. Providing the student intern reasonable freedom to participate in/attend staff meetings, board meetings, workshops, seminars; activities, projects, and programs; ETC.
 18. Observing, as often as possible, the on-the-job performance of the intern.
 19. Having at least one conference per week with the intern to discuss his/her progress, performance, to point out mistakes, provide commendations; to evaluate his/her techniques and methods, to indicate his/her weak and strong points, and to suggest ways to improve.
 20. Selecting a special project for the intern to plan, conduct, and evaluate during the duration of the internship. The special project should be one that facilitates the required learning experiences for the intern and makes a meaningful contribution to the organization/agency. The site supervisor is also responsible for evaluating the special project. See Appendix K for the Special Project Outline and Appendix L for the Special Project Evaluation Form.
 21. Submitting to the University Faculty Supervisor, a midterm evaluation (Appendix F) and midterm conference/progress report (Appendix E) during the 6/7th week of the semester. The conference report should be the result of a discussion session in which the intern and site supervisor evaluate the progress of the intern and make sure that there is a common understanding as to the relationship between intern, site supervisor, and the intern's program.
 22. Conducting a final evaluation (Appendix G) and objective analysis of the performance of the intern with the assistance of appropriate staff members. Also, submitting a special project evaluation (Appendix L). These written evaluations should be done in duplicate with one copy going to the University Faculty Supervisor and the other remaining with the Site Supervisor. Discussion of both evaluation forms must be conducted with the student intern. The final evaluation is due into the University Faculty Supervisor the 14th week of the semester.
 23. Signing the intern's time/daily-weekly log sheets (Appendix J) and verification of reports by the student intern.
 24. Recommending to the University Faculty Supervisor, the removal of an intern when his/her performance or behavior is unsatisfactory or detrimental to the organization/agency and the community.

25. Assisting the intern in making initial arrangements for the internship and in locating a suitable place to live if the internship is a far distance from campus/student's home.
26. Providing opportunities for job rotation where the student intern can learn and if possible gain experience in the following areas:
 - Administration - policies, procedures, legal status of organization/agency, board-staff relations, budgeting, record keeping, personnel and supervisory practices, etc.
 - Program - planning procedures, leadership, operation, and evaluation, etc.
 - Facility and operations - long range planning and design of physical facilities maintenance, purchasing of equipment, and office management, etc.
 - Public Relations - citizen involvement, publicity, reporting, speaking, and coordination with other agencies, etc.

Responsibilities of the Student Intern

The focus of the internship program is on the student and the success or failure of this internship depends greatly upon the student's realization of his/her responsibilities. The student intern will become a functional part of the organization/agency and what s/he does will reflect the policies and standards of both the organization/agency and Otterbein University. The student intern must be aware of this and of his/her continuing responsibility to himself/herself and to the profession.

In order for the student intern to fully meet the goals of the internship and carry out the responsibilities that are involved, it is necessary to:

A. Prior to the Internship:

1. Clear eligibility to register for SMGT 4900 - Internship in Sport Management.
2. Attend a preliminary meeting with your University faculty advisor for the purpose of getting information about internships and reviewing the procedure for selection and approval of an internship location.
3. Schedule a meeting with your University faculty supervisor to obtain approval of the work/assignment plan. At this time the student intern and faculty supervisor will confirm the internship location and agree on any special considerations and assignments with the internship organization/agency.
4. Identify and contact potential internship organizations/agencies. Negotiate internship experiences and complete a one page "job" description of the internship that describes the organization/agency and the specific areas you will be assigned to (with reference to the amount of time and/or percentage of internship allotted to each area). Call for an appointment first to meet and discuss your interest in the organization/agency and the internship.
5. Deliver a current resume to the University faculty supervisor. Most internship organization/agencies are requiring letters of application and resumes as part of the application process. These are often the first impressions an employer receives of the prospective student intern, so it is very important that the prospective student intern spend the time to make them as professional-looking and well-written as possible.
6. Be prepared for an interview. Many organizations/agencies are requiring an interview for their internship program(s). To have a successful interview, the student needs to be prepared. You can review "interviewing" materials on the Otterbein University's Center for Career Planning and Professional Development's website. Organizing one's thoughts ahead of time, being neat and well groomed, and communicating enthusiasm for the internship position are all important factors for a successful interview.
7. Deliver a map to the faculty supervisor showing the route to the internship site from Otterbein University.
8. Complete a Learning Contract (Appendix C) and deliver it to the University faculty supervisor. Each student who participates in the internship program at Otterbein University is required to develop a Learning Contract with the help of both the faculty supervisor and the site supervisor. A Learning Contract is an outline of what the prospective student intern intends to learn and accomplish while s/he is on an internship. It is an effective tool for gaining agreement between the student intern, the faculty supervisor, and the site supervisor on the student's mutual intentions and expectations for the internship - both educational and work-related, as well as criteria and techniques for grading and evaluation at the conclusion of the internship.
9. Complete the Learning Activities/Assignment Worksheet. See Appendix A.

10. Schedule outside activities at a level appropriate to the time you have committed to the internship program. An internship is supposed to be an intensive experience, and outside course loads, sports, and work have been known to interfere.
11. Make arrangements for any salary, stipend, compensation, etc. with the site supervisor. Level and rate of payment is up to the organization/agency, and *is not required* of the organization/agency by Otterbein University.
12. Complete a Class/Work - Internship Schedule. See Appendix N for a copy of the form.

B. Upon Reporting and During the Internship:

1. Report directly to the Site Supervisor for instructions. (The student intern is responsible for his/her own transportation to and from the internship location). The intern is expected to follow the instructions given, carry out the policies and duties outlined by the organization/agency (site) supervisor, and meet all scheduled commitments and arrangements made in connection with training assignments.
2. Become familiar with the regulations, policies, and practices of the organization/agency and conduct ones self in accordance with these regulations.
3. Act in a professional manner as a member of the organization/agency staff.
4. Dress appropriately for all assignments and maintain a well-groomed appearance.
5. Follow the chain of command. Know the formal and informal reporting structures within the organization/agency. (Go to your site supervisor first unless instructed otherwise).
6. Respect confidentiality. Talk about issues, projects, the work environment, etc., but refrain from talking about your work associates. (Don't gossip. Don't take sides. Don't be hurt if you are left out of certain discussions).
7. Respect the support staff.
8. Learn the basic social skills quickly! (Don't chew gum. Hats off inside. Keep your feet off the furniture, ETC.).
9. Be prompt. Tardiness and absenteeism signal disrespect for other's time and a lack of interest in the work. Promptness signals eagerness, responsibility, and respect for others.
10. Lose the lingo. It signals immaturity. Listen to the language used in the organization/agency, your own language, and speak as a professional.
11. Be cognizant of the fact that the student reflects Otterbein University and the Health and Sport Sciences Department. How you perform and behave in the internship will affect the future of other Sport Management interns.
12. Inappropriate or unethical conduct exhibited while on the internship assignment may result in dismissal from the internship program.
13. Use discretion as to the people with whom you associate with, the places visited, and the conduct and manner on and off the job.
14. Plan in advance any assignment made by the site supervisor.
15. Notify the site supervisor in advance when unable to report for work. In case of illness, accident or emergency, both the site *and* faculty supervisors should be notified.
16. Consult with the site supervisor when there are problems which you cannot satisfactorily solve yourself.
17. Exercise tact and diplomacy in evaluating the organization's/agency's philosophy, policies, or operating procedures, etc.
18. Accept the site supervisor's philosophy, methods, leadership and program. Give constructive suggestions when asked for an opinion.
19. Attend meetings and make such reports as may be required by the organization/agency.
20. Communicate with the site supervisor when there is not a clear understanding of what is to be done.

21. Prepare for periodic conferences with the site supervisor and be ready to ask questions and present constructive ideas. This should be done at least once a week. These conferences offer an opportunity to talk about administrative policies, solutions to problems encountered, programming, etc. Comments about these and other supervisory conferences should be included in the intern's weekly reports.
22. Arrange mutually agreeable work assignments with the site supervisor.
23. Perform assignment(s) and responsibilities to the best of your ability. Do not be lazy!!
24. Carry out all duties assigned in an efficient and professional manner.
25. Keep track of the hours spent and the specific activities undertaken during those hours. Maintain a daily log or weekly journal which lists job activities, problems and accomplishments, etc. (Appendix J.) Student interns are required to turn in the recorded hours worked each week along with weekly reports and daily journal entries.
26. Work the agreed upon hours, including weekend, holiday, and/or evening hours.
27. Take opportunities presented to develop professional skills and abilities. Integrate this learning with previous knowledge.
28. Know the internship assignments required for a grade (Appendix A.)
29. Determine with the site supervisor a special project for the internship. Complete the Special Project Outline (Appendix K) and Special Project Evaluation (Appendix L).
30. Sometime during the 6/7th week of the semester, have a meeting/conference with the site supervisor regarding the internship. This will involve a written appraisal by the student intern *and* the site supervisor. Use the Midterm Progress Report Form (Appendix E) and the Midterm Evaluation Form (Appendix F).
31. Submit at least fourteen (14) Weekly Summary Reports to the University faculty supervisor for each week at the internship site. These reports must be delivered to the University faculty supervisor's office on Mondays of weeks 3, 6, 9, 12.
32. Submit the final report, special project evaluation and internship evaluation, site supervisor evaluation, conference notes, ETC. immediately following the internship. The last day to submit assignments is the 3rd day of final exams (15th week) of that particular academic semester.
33. Assist in arranging a visit for the University Faculty Supervisor with you and your Site Supervisor at the organization/agency site. This visit will consist of:
 - a. A brief meeting between the intern, site supervisor and faculty supervisor to discuss the progress of the internship; and
 - b. Observation of the site facilities and programs.

C. Post Internship:

1. Express written appreciation to the organization/agency for making the internship experience possible.
2. Meet with the University Faculty Supervisor to schedule an oral presentation of your internship experience.
3. Complete the Internship Evaluation (Appendix H) and Site Supervisor Evaluation (Appendix I) and deliver them to the University Faculty Supervisor. Completing the evaluations will assist the student intern in reviewing the internship experience, evaluating the most significant accomplishments and focusing on areas that need improvement or additional experience.
4. Exit interview with the site supervisor.
5. Complete and submit a portfolio (notebook/flash drive, google documents, etc.), with all assignments and collected materials to the University faculty supervisor as scheduled.

D. Top Ten Tips for Interns:

1. Be mindful of first and last impressions.
 - Be impeccable with your word, dress, and time.
2. Take initiative.
 - Ask for things to do; keep an eye out for helpful projects.
3. Embrace the grunt work!
 - It's boring to you, but critical to the organization.
 - Give it your best effort.
4. Learn all that you can about the organization, industry, and career field.
 - Read everything you can get your hands on. Ask questions.
5. Network, network, network!
 - Don't be afraid to talk to people.
 - Ask to attend meetings and events.
 - Work to develop and maintain relationships.
 - Do informational interviews/shadows.

80% of job offers are a result of personal and professional networks – add to yours continually.
6. Meet regularly with your supervisor.
 - Ask for feedback.
 - Share progress, and review lessons learned.
 - Observe his/her style of supervision.
7. Play nicely with others.
 - Show respect at all times.
 - Be friendly; do all you can to get along with colleagues.
8. ALWAYS observe appropriate rules of workplace etiquette.
9. Listen and learn.
 - Keep an open mind; avoid jumping to conclusions.
 - Be observant. Ask questions.
 - Pick your battles carefully.
10. Represent yourself, the Department of Health and Sport Sciences, and Otterbein University positively at all times.

Student Intern Assignments (Learning Activities)

Stanton and Ali (1987) concluded their academic research on college and university student interns and experiential learning with three major points: "1) students must be active in the learning process, expending energy and taking initiative to ask questions and take on varied, challenging work assignments; 2) students must take part in determining what they want to learn and should tap learning resources such as organization/agency (site) supervisors, co-workers, faculty, and other interns; and 3) students need to continually monitor, critically analyze, and evaluate their progress toward achieving their learning and career goals and objectives".

Student interns are considered regular employees with work responsibilities and are integral parts of the sponsoring organizations/agencies. They must perform as expected by their site supervisor(s) and maintain a mature, professional demeanor. Student interns complete a required number of hours as outlined in the Internship Manual (and NASSM / COSMA Guidelines for Sport Management majors). The hours recorded at the sponsoring organization/agency must reconcile with the required minimum academic and clock hours. Additional or "overtime" hours are worked at the discretion of the student intern.

Sport Management student interns must meet the programmatic requirements, submit required assignments, present evidence of professional activities, and complete evaluations. **The SMGT 4900 Internship program requires student interns to complete the following assignments:**

- 1) Complete the on-line Sexual Misconduct course - Campus Clarity: Think About It.
- 2) Complete and Submit the Undergraduate Registration Permission Form for Internship 4900 to the Registrar's Office. Appendix B
- 3) Submit a copy of an Unofficial Academic Transcript or Course Audit papers to the University faculty supervisor. This must be done prior to approval of an internship to verify academic eligibility.
- 4) Submit a Job Description (written by the site supervisor) to the University faculty supervisor. This must be done prior to completing the Learning Contract for the internship. A job description is a summary of the primary job responsibilities, duties, and qualifications for a particular position. Its central purpose is to give the prospective student intern a clear picture of the job and its responsibilities. A job description clarifies job responsibilities, provides a brief introduction to a position, removes the possibility of misunderstandings, and provides the basis for establishing learning activities/assignments and performance evaluation standards.
- 5) Complete the Internship Learning Contract with goals and objectives. Appendix C.
- 6) Complete the Class/Work Schedule Sheet. Appendix N.
- 7) Submit a Resume and/or Cover Letter to the faculty supervisor. Appendix D.

- 8) Complete the Learning Activity/Assignment Worksheet. Appendix A.
- 9) Maintain Daily Log Sheets. The daily log requires the student to keep a record of their experiences during the course of the internship. The main purposes of the log are to:
- give the University Faculty Supervisor a more detailed account of the type and variety of responsibilities assigned to the intern;
 - provide a framework for the intern to discuss the previous week's activities with their Site Supervisor;
 - act as a mechanism from which the intern can draw material to analyze and reflect on the past week's work experiences. This information contributes to the *Weekly Journal Reports*.
 - verify the number of hours worked at the Organization/Agency; and
 - validate how much time the intern is being provided to complete the special project.
- These daily log entries are to be submitted every three weeks throughout the internship experience. They must be submitted to the faculty supervisor on Mondays of weeks 3, 6, 9, 12. Appendix J.

OR

Complete Weekly Journal Reports.

** These reports will be discussed with and signed by the student intern's site supervisor each Friday. *Make sure the Daily Log Sheets are attached to these reports.* The weekly journal reports give the site supervisor an opportunity to make sure that the intern has had the chance to learn about some aspect of the organization/agency while allowing the faculty supervisor an opportunity to judge the quality of the experience which that specific internship sponsor is able to provide. It also gives the student intern an opportunity to assess what s/he has learned. The weekly journal reports must contain information designed to allow the student intern to reflect upon his/her internship experience.

See Appendix M for ideas to write about. These reports are to be completed on a weekly basis and address the following:

- Concise description of what you did
- New experiences that have enriched your background
- Describe the experience(s) in which you used the most skills and knowledge
- Describe the experience(s) in which you found to be most challenging
- Comments concerning your feelings and experiences List those you liked and didn't like
- Any important lessons learned
- Progress in meeting goals and objectives as stated in the Learning Contract
- General feelings about your week/internship
- Any problems or concerns you may have
- Most satisfying part of your work
- Most valuable contribution(s) made this week
- Taking risks
- Receiving criticisms and what you learned from these
- What have you learned about your career interests
- Objectives for next week. What you hope to learn, achieve and/or what problems you want to eliminate

Each weekly journal report must be typed, double-spaced, 12 point font, single-sided, and 2-3 pages in length (excluding the daily log sheets).

- 10) Set up and Maintain Weekly Meetings with the Site Supervisor. These meetings/discussions will center around the daily logs and weekly journal reports. These meetings will also serve the purpose of continually evaluating the internship - site, responsibilities, intern, supervisor, etc.

11) Set up and Meet with the University Faculty Supervisor a minimum of 5 times during the academic semester. (Usually every 3, 6, 9, 12 weeks.) These meetings will serve to periodically touch base with the student intern.

** The University faculty supervisor is free to meet with the student intern *anytime* if problems should arise with the internship experience. If an internship site is a far distance from campus, phone calls or e-mails will be used.

12) Arrange a minimum of 1 Site Visit for the University Faculty Supervisor. The student intern will arrange a meeting/conference with the faculty supervisor, site supervisor and the intern him/herself during the 6/7th week of the semester. This visitation is to be in the work environment. Discussion will center on the intern's job responsibility, projects, evaluations, etc. There will be time for separate meetings with the student and the site supervisor. The faculty supervisor will also go on a guided tour of the facility with the site supervisor and/or with the student intern.

13) Development and Submission of a Special Project. Each student intern is required to complete a special project during the 14 week internship. The nature and scope of the special project is dependent upon the type of organization/agency and the specific needs of the site supervisor. The purpose of the special project is to make a contribution to the organization/agency and to provide an opportunity for additional learning and involvement by the intern. The intern will meet with the site supervisor to determine the type of project that will be useful to both the organization/agency and the student. Some suggestions are:

- Develop, implement, and evaluate a new program, activity or special event
- Develop a public relations brochure or slide presentation
- Develop and administer a survey
- Plan and organize a special event (tournament, fundraiser, race, etc.)
- Develop a photo notebook for interpreting a program or activity
- Develop a manual for volunteers, student interns, etc.
- Produce a video for in-service training
- Develop a feasibility study
- Develop a new marketing or advertising strategy
- Develop a risk management manual
- Do market research
- Do program evaluations
- Prepare and produce a policy or employers training manual

A) Complete a Special Project Outline. Appendix K. The responses must be signed by the site supervisor and submitted to the University faculty supervisor no later than the 3rd week of the academic semester.

B) Evaluation of the Special Project. It is important to reflect on the activities which are undertaken in order to recognize what has been learned from them. The evaluation questions provided in Appendix L can serve as a guide for reflection thought regarding the special project. The report/evaluation must be typewritten, double-spaced, single sided, 12 point font, a minimum of 2-3 pages, and address the questions listed.

** The site supervisor will also evaluate the special project using their evaluation instrument.

C) Short-Term Projects. While the long-term special project is intended to consume much of the intern's time, short-term projects, as assigned by either the intern's immediate site supervisor or by another employee, may arise from time to time. These projects, if initiated by an employee other than the immediate site supervisor, must be approved by the site supervisor before the intern can begin work on the short-term project(s).

14) Final Paper. Student interns are required to submit a final paper of the organization/agency and the internship experience to the university faculty supervisor. The paper must be accurately descriptive of the organization/agency and the experiences of the intern during the internship period. The final paper must be typed, 12 point font, double-spaced, single sided, 8-10 pages in paragraph form, and must include:

1. Name, organization/agency, name of internship supervisor, and the date.
2. A description of the community in which the internship organization/agency is located, with attention to the geographic, socio-demographic and leisure behavior characteristics of the populations.
3. A description of the organization/agency's organizational structure; describing the department in which the internship was performed.
4. A discussion of the philosophy, mission, goals and objectives of the organization/agency.
5. A description of the organization/agency's marketing plan and analysis of the methods of advertising, promotion and publicity/public relations.
6. An analysis of the organization/agency's personnel practices and procedures. (Recruiting, training, certifications, required skills, etc.)
7. A description and analysis of financial support and fiscal management practices of the organization/agency to include budget, inventory, cash control and purchasing procedures, and sources of funding.
8. An analysis of the facilities and areas operated by the organization/agency. An overview of the organization/agency's long term capital development program and an analysis of the maintenance plans and practices. Diagrams and layouts, strengths and weaknesses; photographs.
9. A description and analysis of the organization/agency's major programs and special events as well as specific activities relevant to the internship. Describe duties and procedures, how programs are selected and prioritized, scheduling, and evaluation.
10. A discussion of the general terms, the work you did for the organization/agency (your normal daily activities and responsibilities), as well as the special project and any short term projects or assignments handled. Elaborate on the extent of involvement in each activity and assess the benefit to the organization/agency and internship experience.
11. A discussion of what you learned on your internship that will help you in your career.
12. A discussions of things you wish you would have known before you began your internship and how you could have better prepared yourself for your internship experience.
13. What did you learn about yourself?
14. How would you assess your performance with the organization/agency?
15. A personal evaluation of the internship as a learning experience.
 - a) Reflect upon the experiences that contributed to the enjoyment of and problems encountered during the internship. Share suggestions for ways the internship can be improved (the site, site supervisor, university faculty supervisor.) Provide recommendations to the organization/agency and future interns. What type of field experience(s) do you feel this organization/agency is best prepared to give?

- b) Evaluate the internship experience in terms of original expectations (goals and objectives); in relation to the total college experience. Is this experience appropriate for other interns?
16. Other. Discuss any other pertinent details of the internship experience/program; constructive criticisms and suggestions are welcome. ** Obtain copies of any materials/publications you can get your hands on.
- 15) Oral Presentation. Sometime during the last week of the semester, the interns must make a professional 10-15 minute oral presentation of their internship experience(s) to their University faculty supervisor. The information for the oral presentation can be taken from the final paper assignment.
- 16) Midterm Evaluation and Midterm Progress Report by the Site Supervisor. The midterm evaluation and the progress report is completed by the site supervisor and is similar to the final evaluation, but includes some items which serve as markers of achievement to internship responsibilities/projects/assignments, etc. This evaluation and report can assist in pointing out strengths and weaknesses of the intern in his/her professional capacity. Areas of development for professional advancement should be indicated. Where additional work is needed, identification of areas can be done. This may also be the time to re-prioritize the internship goals and objectives, or projects/assignments/job responsibilities to be completed if necessary. For areas where the intern is excelling, the evaluation and progress report provides the opportunity to make note of the accomplishments and their importance to the organization/agency. Once the site supervisor has completed the midterm evaluation and progress report, a discussion of them should occur between the student and the site supervisor. Once this has occurred, the evaluation and report must be submitted to the University faculty supervisor. This evaluation will be completed during the 6/7th week of the academic semester.
- a) Midterm Progress Report. See Appendix E.
- b) Midterm Evaluation. See Appendix F.
- 17) Final Evaluation by the Student Intern. The intern will evaluate and describe the internship itself and the site supervisor on the basis of his/her performance over the course of the internship. This form is to be submitted to the University faculty supervisor upon completion of the internship. This evaluation will be completed during the 14th week of the academic quarter.
- a) Student Evaluation of the Internship. See Appendix H.
- b) Student Evaluation of the Site Supervisor. See Appendix I.
- 18) Final Evaluation by the Site Supervisor. The site supervisor will evaluate and describe the student intern on the basis of his/her performance over the course of the internship. This form is to be submitted to the faculty supervisor upon completion of the internship. This evaluation will be completed during the 14th week of the academic semester. See Appendix G.
- 19) Final Evaluation by the University Faculty Supervisor. The final grade will be determined by the student's performance at the internship site, written assignments, and the presentation. The presentation, final paper, daily logs/weekly journal reports; special project, intern and site supervisor evaluations; subjective assessment of the student during visitation and any improvements (or lack thereof), and any other required assignment as designated on the Learning Contract and the Learning Activities/Assignment Worksheet. All assignments must be completed before receiving a grade for the internship. Any assignment not submitted to the faculty supervisor, will result in the student intern receiving the grade of "IP" until all work is completed. Be aware of internships that are during Spring Semester and graduation is pending!!

- 20) Development of an Internship Portfolio. The internship portfolio (notebook, flash drive, google document, etc.), encapsulates the cumulative experience of the internship. It is a collection of materials developed and assembled by the intern as evidence of his/her performance and acquired skill and knowledge, over the course of his/her work placement. All assignments must be organized and submitted to the faculty supervisor by Friday of the 14th week of the academic semester. Use dividers to separate sections. The portfolio must contain a title page, table of contents, body (project, copies of weekly/daily journals, observation reports, photographs, videos, brochures, evaluations, etc.); appendices, and any additional materials the intern has prepared individually or jointly and/or is able to get their hands on.
- 21) Exit Interview. The student intern is required to participate in an exit interview conducted by the site supervisor. The interview might address the intern's strengths, weaknesses, contributions to the organization/agency during the internship experience; competencies, professionalism, career paths advice, advice on job searches, networking, etc. The site supervisor might also inquire about the intern's opinions of the internship experience and ask for suggestions about methods for improvement or revisions. This exit interview is also an excellent opportunity for the site supervisor to discover impediments to performance as a result of the job design, responsibilities, or organizational climate. This exit interview will be conducted during the 14th week of the semester.

Appendix A:

Otterbein University
Department of Health and Sport Sciences

Learning Activity/Assignment Worksheet

The following internship assignments must be completed by the intern throughout the academic semester in order for a grade to be given by the faculty supervisor:

Assignment	Check Off (✓)
1. Learning Activity/Assignment Worksheet (Appendix A)	
2. Undergraduate Registration Permission Form for Internship 4900 (B)	
3. On-line Sexual Misconduct course: <i>Campus Clarity: Think About It</i>	
4. Learning Contract (C)	
5. Internship Job Description	
6. Resume	
7. Cover Letter	
8. Map to Internship Site	
9. Unofficial Transcript (Course Audit)	
10. Midterm Progress Report (E)	
11. Midterm Evaluation (F)	
12. Final Evaluation of Intern by Site Supervisor (G)	
13. Student Final Evaluation of the Internship Experience (H)	
14. Student Final Evaluation of Site Supervisor (I)	
15. Daily Log Sheets OR Weekly Summary Sheets (J)	
16. Special Project Outline * (K)	
17. Special Project Evaluation * (L)	
18. Class / Work Schedule (N)	
19. Faculty Supervisor's Visitation Summary/Site Report (O)	
20. Notebook/Portfolio	
21. Final Written Paper (8-10 pages)	
22. Oral Presentation to University Faculty Supervisor	
23. Exit Interview with Site Supervisor	
24. Thank You Letter to Site Supervisor (cc to Faculty Supervisor)	
25. Weekly Conferences with Site Supervisor	
26. Meetings with Faculty Supervisor	
* If interning in Different Departments - Final Evaluations from all Departments must be submitted; the Special Project section may be eliminated.	

Otterbein University

Undergraduate Registration Permission Form for Internships

Obtain an Undergraduate Registration Permission Form (blue sheet) from the Office of the Registrar or your University Faculty Supervisor.



**Undergraduate Registration Permission Form for:
Independent Study, Internship, Distinction Research
Junior/Senior Research, SYE (Off Campus Study Abroad)**

This form must be completed and returned in person by the student to the Office of the Registrar, no later than the date shown below:
Fall and Spring Semesters – due by 2nd Monday of the term Summer Semester – due by 2nd Monday of Summer Full Term

Name of Student: _____ Student ID: _____

Signature of Student: _____ Date: _____

Select a Term: Fall Semester 20 ___ Cardinal Term 20 ___ Spring Semester 20 ___
If Summer Semester, select part of term: 20 ___ MAY FULL TEN wks FIRST 7 wks SECOND 7 wks

Independent Study, Junior/Senior Research, or Distinction Research

Course Type: Independent Study (3900) Junior/Senior Research (BIO, CHEM, ESCI or ZOSC only)
 Distinction Research (3900) BIO 3950 CHEM 4950
 ESCI 4950 ZOSC 4950

Course Prefix (ACCT, ART, etc.): _____ Credit Hours _____

Title of 3900 Independent Study: IND ST: _____

If this course is serving as a repeat of a previously completed course, indicate the Subject/Course # that is being repeated and the registration term of the previous attempt: _____

If this course is serving as a substitute for a degree requirement, a sub/waiver form must be sent to the Registrar's Office.

Internship

Course Prefix (ACCT, ART, etc.): _____ Internship # 4900 4901 4902
Credit Hours: _____ (maximum of 3 hrs. in Cardinal Term, or 4 hrs. in May Term)

Internship will be letter graded pass/fail graded

Please note the following:

- Internships can either be letter-graded or pass/fail graded as determined by the home academic department.
- For each semester hour of credit, you are expected to work a total of 42 hours (which equates to 3 hours per week for 14 weeks).
- An internship packet/contract must be secured from this website: www.otterbein.edu/internshipmanual. Follow the packet instructions for completion and submission.

SYE – Off Campus Study Abroad

SYE # 4750 Credit Hours: 2

SYE will be letter graded pass/fail graded

Signature of Instructor Providing Grade _____ Date _____

Printed Name of Instructor Providing Grade _____

Workload Credits Assigned to Instructor: _____

Signature of Department Chairperson _____ Date _____

REGISTRAR OFFICE USE ONLY

Processed by _____ Date ____/____/____ CRN _____

If 4900 (Internship) is pass/fail, enter PF in Grade Mode field of SSASECT Enter on student's schedule
 If for Summer Term, enter correct Part of Term If Distinction Research, add DRSC
 Make sure "Voice Response and Self-Service Available" is not-checked on SSASECT attribute on SCADET

Otterbein University
Department of Health and Sport Sciences
Internship Learning Contract

An internship is a unique learning experience that integrates academic studies with practical work. This agreement is written by the student in consultation with the internship site supervisor and University Faculty Supervisor. It shall serve to clarify the educational purpose of the internship and ensure an understanding of the total learning experience among the principal parties involved. (Read the Internship Manual before completing this agreement. Prospective student interns must also prepare a resume, submit an unofficial copy of university transcripts or course audit papers, and complete the Undergraduate Registration Permission Form along with this learning contract in detail, before obtaining the required signatures for approval and registering for the academic course).

PART I: CONTACT / BACKGROUND INFORMATION

STUDENT

Name: _____ Student ID #: _____ Date: _____

Campus Address: _____

Phone: _____ E-Mail: _____

Address While on Internship: _____

Phone: _____ E-Mail: _____

Resume Attached: _____ Yes _____ No

Transcript Attached: _____ Yes _____ No

UNIVERSITY FACULTY SUPERVISOR

Name: _____

Campus Address: _____

Phone: _____ E-Mail: _____

Fax: _____ Department: _____

PART II: INTERNSHIP INFORMATION

Grading Option: Grade [**X**] Pass/Fail []

Semester(s) of Internship : _____ Year: _____

Start Date: _____ End Date: _____

Course Number: **SMGT 4900** Credit Hours: _____

Title of Internship: _____

Organization/Agency Name: _____

Internship Site Supervisor Name: _____

Title of Site Supervisor: _____

Site Address: _____

Phone: _____ E-Mail: _____

Fax: _____ Internet Address: _____

Have you worked here in the past or are you currently working here? _____ Yes _____ No
If Yes, in what capacity? _____

Will the internship be paid? _____ Yes _____ No
If Yes, indicate the salary/stipend: _____

Any previous internship experience? _____ Yes _____ No
If Yes, list and describe:

PART III: UNDERGRADUATE ACADEMIC PROGRESS SECTION

Major: _____ Minor: _____

Major 2: _____ Minor 2: _____

Number of hours completed toward degree: _____

Cumulative GPA: _____ Major GPA: _____

List academic courses completed that are directly related to your internship:

_____	_____
_____	_____
_____	_____
_____	_____

What other experiences have prepared you for this internship?

PART IV: LEARNING OBJECTIVES / ACTIVITIES

A. Educational and Career Goal(s):

B. Learning Objectives: What do you intend to learn, acquire and clarify through this internship?
Try to use concrete, measurable terms when listing your learning objectives under each of the following categories:

1. Knowledge / Understanding: Implies acquisition of knowledge, the gathering of information, concepts, theories, or ideas. Gaining understanding also implies an ability to apply knowledge to problem-solving situations: judging, analyzing, and synthesizing.

2. Skills: Gaining skills implies becoming able to do some activity They may be mental or physical and can pertain to activities carried out with people (interviewing, public speaking, counseling), with

things (photography, computers, brochures), or data (preparing reports, gathering research information).

3. Attitudes and Values: Involves formulation and/or clarification of personal values or feelings. What opinions or attitudes do you hope to clarify?

C. Learning Activities: How will your internship activities enable you acquire the knowledge/understanding, skills, attitudes, and values listed above?

1. On the Job: Describe how your internship activities will enable you to meet your learning objectives. Include projects, research, report writing, conversations, etc., which you will do while working, relating them to what you intend to learn.

2. Off the Job: List reading, writing, contact with faculty supervisor, peer group discussions, field trips, observations, etc. you will make and carry out which will help you meet your learning objectives.

D. Evaluation: Your site supervisor will provide a written evaluation of your internship. Describe in detail what other evidence you will provide your faculty supervisor to document what you have learned (ex. journal, analytical paper, project, descriptive paper, oral presentation, etc.).

PART V: THE INTERNSHIP

A. Job Description: Attach a typed description of specific intern responsibilities/duties. The description should include intern training, specific projects or initiatives, and any meetings/functions in which the intern will be expected to participate.

What will the student intern gain from this experience that will contribute to his/her career development in this field?

B. Supervision: Describe in as much detail as possible the supervision to be provided at the work site. List what kind of instruction, assistance, consultation you will receive from whom, when, etc.

C. Evaluation: How will your work performance be evaluated? By whom? When? Attach the Learning Activity/Assignment Worksheet (Appendix A).

PART VI: SIGNATURES / AGREEMENT

This contract may be terminated or amended by the student, faculty supervisor, or work supervisor at any time upon written notice, which is received and agreed to by the other two parties involved.

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Guides to Preparing a Resume and Cover Letter

A. WRITING SUCCESSFUL RESUMES:

YOUR RESUME AND ITS IMPORTANCE:

Your resume is an important reflection of you. It summarizes your education, work and life experiences, skills, and abilities in a succinct, readable document. Your aim is to interest the reader enough to invite you in for an interview. No resume alone has gotten someone a job - its whole purpose is to get you in the door for an interview, and that's where you land the job. Your challenge to get you into that interview? To capture in your resume the key skills and experiences that the employer needs. You must find the most appropriate and professional way you can to make yourself the exceptional candidate. Since most employers spend less than a minute scanning a resume, it is important to be brief and to make all that is important stand out.

ESSENTIAL PARTS OF THE RESUME:

Contact Information:

Include your name, street address, city, state, telephone number, e-mail address and fax number. It is appropriate to list a 2nd phone number if it is difficult to reach you at your home number.

Heading / Career Objective:

What is NOT appropriate is an objective like this:

Seeking a challenging position where I may use my skills and abilities.

This objective doesn't give the employer a clue as to how you can be of use to him or her. A well-written, concise (one or two sentences), focused job objective gives the reader an idea of your area(s) of skill or expertise and conveys a sense of direction and professionalism. You can adapt your objective to fit the job you are applying for or you can state your career goal(s) within your field(s) of interest.

A Professional Summary is similar to an objective and is often used when a person has some experience or expertise in a given field. While it doesn't always state a specific position sought, it is clear in which area the person might be best employed. An example might look like this:

Over twelve years of experience in human resources, with special expertise in staff selection, training, and succession planning. Skilled in development and facilitation of management training programs.

Education:

A sample of how to format your educational background:

Bachelor of Arts, Otterbein University, Westerville, OH; May 20 _____

Major: Sport Management, **Minor:** Marketing Analytics

G.P.A.: 3.8/4.0

Include your most recent degree, institution and location, date of graduation, major(s), minor(s), concentration(s), G.P.A. (if it is above a 3.0; usually only for your first job; after that, work experience is more important; high school information is not necessary). You may also list honors and awards here (if numerous, you may want to create a separate heading). Some students highlight specific relevant courses.

Certifications / Licenses:

If pertinent to your field, list this information on your resume.

Skills:

A “Skills” section is very important. Skills which are used on a regular basis in your future career field are excellent to include (such as programming languages for a computer programmer). Special competencies which could be an added asset to an employer are also helpful to include. Areas to consider might be computer skills including software packages, language proficiency, excellent oral or written communication skills, technical skills or knowledge, specialized training such as CPR, etc.

Career Related Experience:

Include in this section such activities as internships, related work experience, related community service, and/or independent research or classes which show special expertise in your field of choice. Having a section which is focused on your future career path shows you have tried to gain important career-related experience.

Work Experience:

In this section, provide information about positions you have held before and during your time in school, even if those positions at first glance don’t seem to relate to your future career plans. List your most recent position first, with the others following in reverse chronological order. You do not need to list every part-time position you’ve ever held, nor do you need to go into great detail on positions you may have held many years before, but you do need to try to avoid huge gaps of time in your work history. Also, think about the level of responsibility you’ve held in these positions. Were you responsible for training all new employees? Did you close out the cash drawers and make the nightly deposits? Were you “unofficially” in charge when the manager was out? Did you work 30+ hours per week while attending class full-time? Try to think about what could be related or transferable from your previous position to your new career field and clearly draw these connections.

Include such things as position title, organization, location, dates employed, and description of duties (unless the position is self-explanatory). Use short phrases that contain “action words.” You may use “bullets” to describe your activities, or a short paragraph format.

Leadership Activities:

Do not underestimate the weight that employers place upon campus involvement, leadership roles, participation in athletics and community service, and other extracurricular activities. If this was a strong part of your experience while in college, emphasize it! If it was not, emphasize your stronger areas, whatever they may be. When possible, don’t just list involvement; describe what your role as _____ entailed.

Other Categories:

Other optional categories which may fit your background include: Volunteer or Community Service Activity, Honors/Awards, Military Experience, (relevant) Hobbies/Interests, Personal Qualifications.

References:

Indicate that your references are “Available Upon Request”. You can attach a sheet with your references listed along with your resume. Remember to ask potential references for their permission prior to putting them on a list so they know to expect an inquiry. Three references is the norm; however, you may list more. Best bets are employers, professors who know you and your quality of

work well, internship supervisors, etc. Personal “character” references (such as your neighbor or minister) are not as strong as the previously mentioned potential references. Make sure to supply your references with a copy of your resume and job description when possible.

*** For more information and examples, see Resume under “Special Documents” on the Center for Career Planning and Professional Development website.

B. GUIDE TO WRITING COVER LETTERS:

The cover letter you submit with your resume is an extremely important document. It should be written to enhance your resume as well as highlight other information which may not be a part of your resume. Its purpose is to introduce you to the reader, indicate the job for which you are applying, and to give supporting information on why you are qualified for the job. You should always include a cover letter with your resume. A well-written, targeted cover letter will greatly increase your chances of being invited to interview. Use the format on the following page to assist you in constructing your cover letter. Two examples (a bulleted style and a conventional paragraph style) and frequently asked questions are provided later on.

Ideally, your cover letter should “motivate” the employer to read the enclosed resume. If the cover letter is poorly written, the employer will have already formed a negative impression of you before he/she ever reads the resume.

CHARACTERISTICS OF A GOOD COVER LETTER:

Use quality paper:

Print your cover letter on the same type of paper used for your resume. When having your resume duplicated, you should purchase matching blank sheet and envelopes.

Personalized:

Each letter should be addressed to an individual by name and title. If you do not have this information, take the time to get it. A variety of directories are available and should contain the name of the person you are seeking. If this is not the case, a phone call to the general operator within the organization can provide you with the information.

The fact that you took the time to obtain a specific name will be appealing to the employer. If you are responding to a “blind ad” in a newspaper, (e.g. send resume to P.O. Box 123) and do not know the name of the company, address your letter: “Dear Sir or Madam”, rather than “To Whom it May Concern”.

Individualized:

Each cover letter must be individually printed and personally signed. Photocopies are not acceptable.

Targeted:

Your letter should be “designed” with a specific employer in mind. Avoid writing a “generic” letter that could be sent to any employer. Instead, you want to highlight your unique skills and qualifications that would be valuable to this particular position/employer.

Error-Free:

Just as with your resume, your cover letter must be free of errors. Be sure to check all punctuations, grammar and spelling.

Avoid repetition:

Make sure you do not simply repeat the information in your resume. The cover letter should highlight specific experiences/qualifications or should be used to go into detail on relevant items. This is also where you can refine your career objective and “tailor” it to the position for which you are applying.

ESSENTIAL PARTS OF THE COVER LETTER:

At least one inch margin at top and bottom

Your First Name and Last Name

Your Street Address

Your City, State, and Zip

Skip 2-3 lines

Date

Skip 2-3 lines

Mr./Mrs./Dr. First Name and Last Name

Job Title

Organization Name

Organization Address

City, State, Zip

Skip 1 line

Dear Mr. (*or other title*) Smith:

Skip 1 line

1st Paragraph - The Opening

Identify the job for which you are applying, how you found out about the job (referral, research, advertisement, etc.) and a brief statement indicating your interest in the position. Try to get a “hook” into this statement; something that will “hook” the reader to want to read on. This could be years of experience, type of knowledge the organization is seeking, etc. (If referring to a newspaper ad, specify the name and date of the paper. The name of the paper should be underlined or italicized. If a job announcement number is given, include that also). This paragraph tells why you are writing.

Skip 1 line

2nd Paragraph - The body of the Letter

This paragraph contains the real “meat” of the letter. Clearly state the employer’s needs and tell how you can fill those needs. Be sure to mention any relevant experience (this may include non-paid experience) or relevant education information. Give concrete examples, showing when, how much, what kind, etc. Your job is to convince the reader that you can immediately (or at least very quickly) perform those tasks which he or she requires. Your wants and needs are secondary to the employer’s wants and needs at this point. Target those needs which you know; those which you believe to be

important based on your research are good to include as well. At the end of this paragraph, you may refer to the enclosed resume so the employer can find further supporting evidence of your candidacy. Emphasize your qualifications and skills that relate to the position. The focus should be on what you can do for the employer, NOT what you are hoping to get out of this job.

Skip 1 line

3rd Paragraph - The Closing

Indicate the desire to discuss your interests and qualifications in further detail. Tell the employer what the next step should be (requesting an interview, for example), what action you plan to take (follow up), and what action you hope the employer will take (actually setting the appointment). You want to convince the employer that meeting with you will be worth his/her time. Include your phone number and times you can be reached to make it easy for the employer. You may want to think about taking an “active” route by informing the employer that you will be contacting him/her on a specific date or after a specified period of time to see if an interview can be arranged instead of the “passive” route and saying “I look forward to hearing from you...” End your letter with a conventional closing such as “Sincerely”, “Cordially”, etc. and make sure to sign your name before sending the letter with your resume.

Skip 1 line

Sincerely,

Skip 4-5 lines; enough room for your written signature.

Your typed name.

OTHER CORRESPONDENCE:

Thank You Letters:

Thank you letters should always be sent immediately after an interview. They can be handwritten if your handwriting is legible or they can be typed. The letter does not have to be lengthy, but needs to thank the person for his/her time and courtesy. You may also re-emphasize your particular skills which will be assets and make sure you re-state your interest in the position. Thank you letters make a very favorable impression upon employers and should not be overlooked!

Letters of Acceptance/Letters Declining Offers:

You may need to respond positively to a job offer from an employer in writing. This should be typed, and should express your enthusiasm for starting your new job. You may need to confirm starting dates, salary, benefits, etc., in this letter, but you should discuss these with your future employer first before you actually sign your name to anything.

You also may find yourself declining an offer for a position. This should be typed and should thank the employer for the offer. You should give one or two reasons why you are declining the offer, making sure to keep them professional. Don't burn any bridges - this could be a future employer or client of yours. Short and simple is best in this situation.

*** For more information, See Cover Letter under “Special Documents” on the Center for Career Planning and Professional Development website.

Otterbein University
Department of Health and Sport Sciences

Internship Mid-Term Progress Report

INTERN: Write a brief summary and evaluation of your internship experience up to this time. (Use back side of this paper if necessary). (Questions to ponder: What have you done and how is it going. Has the internship, to date, met your expectations? Is the internship helping you realize your expected goals? Is the supervision you are receiving adequate? How can the internship experience be more meaningful? What can you do to make it so? What can the organization/agency do to make it so? What experiences would you like to see given more explanation during the remainder of your time with this organization/agency?) ****NOTE:** A candid discussion with your site supervisor regarding your reactions expressed in this report is one way you can insure that the remainder of your experience is more meaningful.

SITE SUPERVISOR: Provide a candid evaluation of the intern's work and include strengths and weaknesses observed up to this time. Discuss your comments with the intern in order to provide him/her with constructive feedback regarding his/her performance. (Use back side of this paper if necessary.)

Intern Signature

Date

Supervisor Signature

Date

Otterbein University
Department of Health and Sport Sciences

Mid-Term Evaluation

Intern's Name: _____ Date: _____
 Site Supervisor's Name: _____ Title: _____
 Organization/Agency: _____ Phone: _____

Please identify the intern's level of performance and your suggestions for professional growth in the following areas. Reflect carefully upon the intern's work, and make a brief judgment of his/her performance by writing in the appropriate number from the scale.

5=Excellent 4=Good 3=Average 2=Fair 1=Poor NA=Not Applicable NO=Not Observed

TRAIT	RATING	COMMENTS & SUGGESTIONS
1. <i>Personal Habits</i> : appearance, suitability of appearance, etc.		
2. <i>Responsibility, Dependability</i> : ability to meet schedules, follow through, attend to instruction, etc.		
3. <i>Attitude</i> : loyalty, interest, approach to job, associates, public & organization/agency; compliance with established policies & procedures, etc.		
4. <i>Initiative and Creativity</i>		
5. <i>Self Confidence</i>		
6. <i>Enthusiasm and Motivation</i>		
7. <i>Judgment</i> : possesses common sense, tact, makes responsible decisions when problem solving; know important from unimportant, etc.		

8. <i>Attendance & Punctuality</i> : regularity of attendance, promptness, absences, tardiness, time off for illness or personal business, clock watching, etc.		
9. <i>Quality of Work, Performance</i> : organization, thoroughness, soundness of decisions, foresight, etc.		
10. <i>Human Development & Education</i> : rapport, ability to handle groups effectively; maintains discipline; effectively contributes to growth of participants; interaction with public, etc.		
11. <i>Knowledge & Understanding</i> : possesses adequate knowledge & skills commensurate with academic training in the area of sport management; understands the value of the Organization's/Agency's service to participants, clients, and the community, etc.		
12. <i>Productivity</i> : effective use of time and facilities, volume and nature of work produced, planning and following through, etc.		
13. <i>Familiarity with Organization/Agency</i> : has taken opportunities to review budget, staff, policies, goals, philosophies, etc. of the Organization/Agency		
14. <i>Communication</i> : effectiveness in writing & speaking, presentations, keeps appropriate contact with supervisor(s), co-workers; informs as necessary; computer skills, etc.		
15. <i>Leadership Ability</i>		
16. <i>Accepts Direction & Constructive Criticism well</i>		
17. <i>Ability to Work Independently if necessary</i>		
18. <i>Resourcefulness</i> : use of resources; varied approaches/ideas, etc.		

19. <i>Adaptability</i> : adjusts plans/activities according to situation, etc.		
---	--	--

20. Feel free to offer any other comments or suggestions you feel would be useful in evaluating the intern's performance in this internship experience:

TOTAL SCORE: _____ / _____

Suggested grade at this point: _____

Has this evaluation been discussed with the student intern? _____ YES _____ NO

Site Supervisor's Signature

Date

Otterbein University
Department of Health and Sport Sciences

Final Evaluation

Intern's Name: _____ Date: _____
 Site Supervisor's Name: _____ Title: _____
 Organization/Agency: _____ Phone: _____

Please identify the intern's level of performance and your suggestions for professional growth in the following areas. Reflect carefully upon the intern's work, and make a brief judgment of his/her performance by writing in the appropriate number from the scale.

5=Excellent 4=Good 3=Average 2=Fair 1=Poor NA=Not Applicable NO=Not Observed

TRAIT	RATING	COMMENTS & SUGGESTIONS
1. <i>Personal Habits</i> : appearance, suitability of appearance, etc.		
2. <i>Responsibility, Dependability</i> : ability to meet schedules, follow through, attend to instruction, etc.		
3. <i>Attitude</i> : loyalty, interest, approach to job, associates, public & organization/agency; compliance with established policies & procedures, etc.		
4. <i>Initiative and Creativity</i>		
5. <i>Self Confidence</i>		
6. <i>Enthusiasm and Motivation</i>		
7. <i>Judgment</i> : possesses common sense, tact, makes responsible decisions when problem solving; know important from unimportant, etc.		

8. <i>Attendance & Punctuality</i> : regularity of attendance, promptness, absences, tardiness, time off for illness or personal business, clock watching, etc.		
9. <i>Quality of Work, Performance</i> : organization, thoroughness, soundness of decisions, foresight, etc.		
10. <i>Human Development & Education</i> : rapport, ability to handle groups effectively; maintains discipline; effectively contributes to growth of participants; interaction with public, etc.		
11. <i>Knowledge & Understanding</i> : possesses adequate knowledge & skills commensurate with academic training in the area of sport management; understands the value of the Organization's/Agency's service to participants, clients, and the community, etc.		
12. <i>Productivity</i> : effective use of time and facilities, volume and nature of work produced, planning and following through, etc.		
17. <i>Familiarity with Organization/Agency</i> : has taken opportunities to review budget, staff, policies, goals, philosophies, etc. of the Organization/Agency		
18. <i>Communication</i> : effectiveness in writing & speaking, presentations, keeps appropriate contact with supervisor(s), co-workers; informs as necessary; computer skills, etc.		
19. <i>Leadership Ability</i>		
20. <i>Accepts Direction & Constructive Criticism well</i>		
17. <i>Ability to Work Independently if necessary</i>		
18. <i>Resourcefulness</i> : use of resources; varied approaches/ideas, etc.		

19. <i>Adaptability</i> : adjusts plans/activities according to situation, etc.		
---	--	--

20. Did the intern make useful contributions to the Organization/Agency/Department, etc.?

21. What skill or abilities could the student/intern target for improvement? (What qualities kept the intern from achieving the level of a model entry-level employee?)

22. How well was this internship suited to the students abilities and interests?

23. Feel free to offer any additional comments or suggestions you feel would be useful in evaluating the intern's performance in this internship experience.

TOTAL SCORE: _____ / _____
 Suggested grade: _____

Student Intern's Comments:

 Site Supervisor's Signature

 Date

 Student Intern's Signature

 Date

Otterbein University
Department of Health and Sport Sciences

Student Evaluation of the Internship

Intern's Name: _____ Date: _____
 Site Supervisor's Name: _____ Title: _____
 Organization/Agency: _____ Phone: _____
 Faculty Supervisor's Name: _____ Program: _____
 Dates of Internship: _____ to _____

Give a brief description of your internship work (title and tasks for which you were responsible):

Indicate the degree to which you agree or disagree with the following statements:

STATEMENT	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
This experience:					
1. gave me a good opportunity to explore a career field	1	2	3	4	5
2. made me see the usefulness of my coursework through application of theory into practice	1	2	3	4	5
3. helped me develop my decision-making and problem-solving skills	1	2	3	4	5
4. expanded my knowledge about the work world before taking a permanent full-time job	1	2	3	4	5
5. helped me develop my written and oral communicative skills	1	2	3	4	5
6. gave me a chance to exercise leadership skills (influence others, develop ideas with others, stimulate decision-making and action)	1	2	3	4	5

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
7. expanded my sensitivity to the ethical implications of the work involved	1	2	3	4	5
8. made it possible for me to be more confident in new situations	1	2	3	4	5
9. gave me a chance to improve my interpersonal (human relation) skills	1	2	3	4	5
10. helped me learn to handle responsibility and use my time wisely	1	2	3	4	5
11. helped me discover new aspects of myself that I didn't know existed before	1	2	3	4	5
12. helped me develop new interests and abilities	1	2	3	4	5
13. helped me clarify my career goals	1	2	3	4	5
14. provided me with contacts which may lead to future employment	1	2	3	4	5
15. gave me the opportunity to acquire information and/or use equipment not available at Otterbein University	1	2	3	4	5
16. allowed me to be a functioning member of the organizational staff	1	2	3	4	5
17. provided professional growth through training programs, seminars, and other development activities	1	2	3	4	5
18. allowed me to meet my personal and professional goals an objectives	1	2	3	4	5

What did you learn about yourself?

In what areas did you experience the most personal growth?

In what areas did you experience the most professional growth?

What insights have you gained into the field of sport management?

Based on your internship experience, what skills would you have liked to have developed in preparation for your internship?

How has the internship influenced your career goals? Please explain.

What has been the most significant accomplishment or satisfying moment of your internship? Why?

How well were you able to accomplish the initial goals and objectives, tasks and new skills that were set for you in your Learning Contract. (In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?)

Did the Internship experience meet your personal expectations?

How would you assess your performance at the Organization/Agency?

What did you dislike about the internship? Why?

What Sport Management courses (or other courses taken) were relevant in preparing you for your internship experience? Explain.

In Otterbein University's internship program, faculty members are expected to be mentors for students. Do you feel that your Faculty Supervisor served such a function? Explain.

Would you recommend this internship site (Organization/Agency) to another student? Explain.

Considering your over-all experience, how would you rate this internship? Circle one:

Excellent Very Good Good Fair Poor

Give suggestions as to how your internship experience could have been improved. (Could you have handled additional responsibility? Would you have liked more discussions with your faculty supervisor concerning your internship? Was closer supervision needed? Did you need more of an orientation? Etc.)

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Student Evaluation of the Site Supervisor

Intern's Name: _____ Date: _____
 Site Supervisor's Name: _____ Title: _____
 Organization/Agency: _____ Phone: _____
 Faculty Supervisor's Name: _____ Program: _____
 Dates of Internship: _____ to _____

Indicate the degree to which you agree or disagree with the following statements:

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
1. Supervisor was well organized	1	2	3	4	5
2. Supervisor gave appropriate feedback	1	2	3	4	5
3. Supervisor was accepting of my feedback	1	2	3	4	5
4. Supervisor was open and freely gave information about the organization/agency	1	2	3	4	5
5. Supervisor was interested in me as a person and as a student intern	1	2	3	4	5
6. Supervisor was accessible – available for problems and questions	1	2	3	4	5
7. Supervisor was supportive and perceptive of my feelings and efforts	1	2	3	4	5
8. Orientation was sufficient to familiarize me with the organization/agency and job	1	2	3	4	5
9. Training was adequate and enabled me to perform my internship duties	1	2	3	4	5
10. Job duties were fully explained, reasonable, and in line with the Learning Contract	1	2	3	4	5

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
11. Goals and objectives set were realistic in terms of complexity and time constraints	1	2	3	4	5
12. Sufficient work space was provided by supervisor	1	2	3	4	5
13. The student intern was an integral part of the organization/agency	1	2	3	4	5
14. Supervisor was sensitive to my needs in accomplishing goals and objectives	1	2	3	4	5
15. Supervisor was open to suggestions, changes, new ideas and techniques	1	2	3	4	5
16. Supervisor provided flexibility in arranging tasks	1	2	3	4	5

How do you feel about your role as an intern in this Organization/Agency? How well has your site supervisor helped you in defining and developing that role?

What changes would you like to see in the activities or attitudes of your Site Supervisor?

Was your site supervisor, the Organization/Agency, and your internship role what you expected them to be? If not, how did your expectations and the reality of the situation differ?

Overall, how would you evaluate the supervision received from your site supervisor?

Excellent Above Average Average Below Average Poor

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Internship - Daily Log Sheet

Name: _____ Total Hours Worked This Week: _____
 Week of: _____ Cumulative Hours Worked: _____
 Organization/Agency: _____
 Site Supervisor's Signature: _____

DAY / DATE	ACTIVITY	COMMENTS	HOURS
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Internship Journaling / Reflection Questions

1. Daily log of what you did and how you felt.
2. Hours spent at site per week.
3. How did employees treat you?
4. How did clients/participants treat you?
5. How do/did these people see your role?
6. How do/did you see your role? Is/was it different from your clients or participants?
7. What was your initial reaction to your first visit?
8. What was the best thing that happened to you today/ this week/ this term?
9. What was the most satisfying part of your work today/ this week/ this term?
10. What was the most difficult part of your work today/ this week/ this term?
11. What do you think was your most valuable contribution today/ this week/ this term?
12. What did you learn about yourself, your abilities? What improvements can you make?
13. Tell about a person at the site who you find interesting / challenging to be with.
14. What kind of person does it take to be successful at the kind of work that the agency does?
Can/could you do this?
15. Did you take risks? If so, what? If not, why not?
16. Did you receive any compliments? Explain. What did you learn from this?
17. Did you receive any criticisms? Explain. What did you learn from this?
18. How did/does the leadership or management style of your supervisor affect you and your co-workers and clients/participants?
19. What have you learned about your career interests?
20. What have you learned about the problems facing workers in this profession?
21. How important is communication on the job? Assess yourself in terms of this skill.
22. What other skills are important? ie.: conflict resolution, assertiveness, computer skills, speaking another language, etc. Why?
23. What kind of relationship have you developed with your co-workers?
24. Critique your supervisor.
25. How has your internship experience changed your perception of yourself and of the people and profession you have served?

Appendix N:

Otterbein University
Department of Health and Sport Sciences
Internship - Class/Work Schedule

Name: _____ Phone: _____
Semester: _____ Year: _____ E-mail: _____
Organization/Agency: _____
Site Supervisor Name: _____ Phone: _____
E-mail: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 AM							
8:00							
9:00							
10:00							
11:00							
12:00 PM							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Otterbein University
Department of Health and Sport Sciences

Faculty Supervisor's Visitation Summary / Site Report

Intern's Name: _____ Phone: _____
Internship Site / Location: _____
Site Supervisor(s): _____
Date: _____ Time: _____
Faculty Supervisor: _____

FACULTY SUPERVISOR'S COMMENTS

DATE	OBSERVATIONS:	
	THINGS to CONTINUE:	
	THINGS to IMPROVE:	