
Use of Positive Psychology to Enhance the Undergraduate Business Internship Experience

Paul E. Olsen
Sant Michael's College

Students believe completing an undergraduate business internship will help them in the job market. While that may be true, the challenge for business educators is how can we make the course that accompanies the internship a meaningful one? The use of positive psychology and related strengths movement may be one answer. Positive psychology focuses on what's right with an individual as opposed to what's wrong, emphasizing happiness and strengths. Students use StrengthsFinder 2.0 to identify and develop strengths at their internship. As evidenced by the feedback from students and internship supervisors, the use of positive psychology enhances the experience of undergraduate business interns

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Disciplines of Interest: All Business Disciplines

“You cannot be anything you want to be – but you can be a lot more of who you already are.” - Tom Rath

INTRODUCTION

The popularity, usefulness, and shortcomings of undergraduate business internships have been widely studied and discussed (Coco, 2000; Gault, Redington & Schlager, 2000; Knouse & Fontenot, 2008; Perlin, 2011). Students are told that completing an internship will give them valuable skills that will build their résumé and help differentiate them in a competitive job market. While that may be true, the challenge for business educators is how can we make the internship practicum course that often accompanies the internship experience a meaningful one? The use of positive psychology and its related strengths-based movement may be one answer.

After providing a brief history of internships and describing my experience teaching an Internship Practicum (BU498) course in the Department of Business

Administration and Accounting at Saint Michael's College, this article will provide an overview of positive psychology and the strengths movement and their application to the undergraduate business internship experience. The article concludes with student and internship supervisor feedback on this model.

LITERATURE REVIEW

Internships

Internships are popular. "No one tracks how many college graduates take internships, but employment experts and intern advocates say the number has risen substantially in recent years" (Williams, 2014). Coco (2000) found that 92% of business schools offered some form of internship experience. Haynie (2013) reported that 100 percent of undergraduate students at eight schools, including Bennington College and Delaware Valley College, had completed an internship at some point in their studies. Although the exact number of students completing internships is unknown, Perlin (2011) suggests 70 to 75 percent of students complete at least one internship during their four-year undergraduate career (p. 26). In total, Perlin (2011) says between 1 and 2 million people complete an internship annually.

Mondy (2010) states internships involve placing students in temporary jobs with no obligation to hire them permanently or for the intern to accept a permanent position with the firm. Internships are used to provide students with on-the-job training and experiences that will help them after graduation in the workplace. Perlin (2011) describes internships as the principal point of entry into the white-collar world. Many students face pressure from parents, professors, and academic advisors to complete an internship as part of their undergraduate experience. In fact, Perlin (2011) concludes: "In much of the developed world, the subtle, relentless pressure to do an internship is now simply part of being young" (p. x). At Saint Michael's College, business students are required to complete an experiential option which may be satisfied by completing an internship along with taking an Internship Practicum (BU498) course. Once an internship site is secured, responsibility for the success of the experience falls on the intern, site supervisor, and college. Somerick (2001a) says that because course credit is provided to a student, schools have a responsibility to be sure interns earn credit by applying knowledge learned in the classroom at the internship site.

Here's how we promote the internship experience at Saint Michael's College:

Academic Internship Program provides students with the valuable opportunity to apply the knowledge and skills they have learned in the classroom in a workplace setting. In the program, students have a supervised work experience in companies and organizations that value our emphasis on experiential learning. This program is successful when all the

partners work together: intern, site supervisor, faculty supervisors and program director.

To protect the integrity of an internship program, Somerick (2001b) suggests housing the internship course in an appropriate academic department. At Saint Michael's College, our Internship Practicum (BU498) for Business and Accounting majors and minors is housed in the Department of Business Administration and Accounting. Internships should demonstrate high academic integrity and maintain the quality standards expected in other departmental courses (Somerick, 2001b). Eligibility for internships at Saint Michael's College includes Junior or Senior standing, a cumulative grade point average of 2.7 or higher on a 4.0 scale, an application, and an interview at the prospective internship site. Interns are required to complete at least 130 hours on site over the course of a 15-week semester. Internships are either paid or unpaid.

Do business internships make a difference? Knouse and Fontenot (2008) set out to answer this question by reviewing research findings asking this question. They concluded "the internship is a beneficial activity overall" (p. 64). Employability is enhanced and interns experience organizational and work-related learning. Similarly, Gault, Redington and Schlager (2000) studied the relationship between undergraduate business internships and career success. After surveying intern and nonintern business alumni, they found that experiential education played a vital role in enhancing the preparation and success of undergraduates in the job market. Undergraduates who had completed business internships found their first jobs faster, were paid more, and had greater job satisfaction.

In addition to benefitting interns, Degraevl (2011) asserts that internships serve the needs of multiple stakeholders. "The consensus seems strong in the literature which affirms that internships generate positive effects for all the players involved in this activity, interns, educational institutions, host organizations, and the larger environment" (p. 27). Knemeyer and Murphy (2002) characterize business internships as "win-win." Interns gain useful work experience while host organizations can assess the work performance of prospective new hires.

I have been teaching the Internship Practicum (BU498) course in the Department of Business Administration and Accounting at Saint Michael's College since 2008. The course is offered in fall and spring semesters and, for the past three years, online in the summer. Average class size is 20. Students intern at both for-profit businesses and nonprofit organizations. Internships are characterized as marketing (e.g. sales, public relations), management (e.g. human resources), accounting (e.g. tax preparation) or finance (e.g. wealth management). Recognizable firms where students have interned include Morgan Stanley Smith Barney, Enterprise Rent-A-Car, Nike, Make-A-Wish, American Cancer Society, AARP, Internal Revenue Service, and Merrill Lynch. Students also intern at law offices, information technology firms, utilities, NGOs, and real estate and property management firms.

Regardless of the nature of an internship (e.g. marketing or finance) or the specific internship site, all business students enroll in the same Internship Practicum (BU498) course. This poses a challenge as an instructor. With a relatively large class and diverse internship sites, it would be difficult, if not impossible, to provide internship-specific content (e.g. tax, marketing, public relations) and no teacher is an expert in every area. So how can we make the course academically rigorous and meaningful for students? The application of positive psychology and the strengths movement may be one method. As outlined on the course syllabus (Appendix A), it is important to note that the course is not limited to studying strengths. Students also learn about business etiquette by reading Forni's (2002) book *Choosing Civility*; career development by reading Hoffman & Casnocha's (2012) book *The Start-Up of You*; and a number of human resource management issues including job analysis, behaviorally-based interviewing, and performance appraisal. Additionally, industry specific learning also happens while working at each internship site.

Positive Psychology and the Strengths Movement

Characterized as the scientific effort to improve people's lives (Kashdan & Steger, 2011), positive psychology took off in the early 1980s when David Root published *Feeling Good: The New Mood Therapy* (Lyubomirsky, 2008). American Psychological Association President Martin Seligman launched positive psychology as an official area of study in 1998 (Ben-Shahar, 2007). The field was later developed and championed by a number of psychologists including Seligman, Mihaly Csikszentmihalyi, Chip Anderson, Don Clifton, and C.R. Snyder. Positive psychology focuses on what's right with an individual as opposed to what's wrong with them. "Positive psychology seeks to help the whole person, examining and promoting strengths and managing deficits, maintaining that human strengths are as real as human weaknesses" (Bowers, 2008, p. 23).

Lyubomirsky (2008) describes the practice of positive psychology as follows:

In a nutshell, positive psychology is the psychology of what makes life worth living. It represents a commitment on the part of research psychologists to focus attention on the sources of psychological wellness—for example, on positive emotions, positive experiences, and positive environments, on human strengths and virtues. The label is rooted in the principle that empowering individuals to build a positive state of mind—to live the most rewarding, fruitful, and happiest lives they can—is just as critical as psychology's conventional focus on mending their defects and healing their ailments and pathologies (p. ix).

Positive psychology emphasizes happiness and strengths. In fact, Kashdan and Steger (2011) assert that besides happiness, character strength is one of the most

popular subjects in the field. I apply the study of strengths in my Internship Practicum (BU498) course.

With its focus on happiness and strengths, positive psychology and the strengths movement are applicable at work. “An important aspect of management is creating an environment in which all team members know each others’ strengths and blind spots so well that they can work together to ensure that individual and team blind spots do not affect member service” (Collier, 2011, p. 17). Rath (2007) concludes that employees not working in their “strengths zone” (p. 12) are six times less likely to be engaged at work. He also suggests they dread going to work; have negative interactions with coworkers and customers; are less productive; and speak poorly of their employer. Research conducted by Lyubomirsky, King and Diener (2005) support Rath’s assertion about happy workers. They found individuals high in subjective well-being are more likely to obtain job interviews, are evaluated more positively by supervisors, are more productive, and are less likely to experience job burnout.

The principle behind positive psychology’s strengths movement is simple: “When you are deploying your highest strengths, you are more engaged, more productive, more successful, healthier, and happier; in short, you’re at your best” (Rettew & Lopez, 2008, p. 2). Seligman (2002) outlines criteria by which characteristics can be labeled strengths. He suggests a strength is a trait, a psychological characteristic that can be seen across different situations and over time; is valued in its own right; can be seen in what parents wish for their newborns; onlookers are inspired when observing them; cultures support and encourage them; and they are valued around the world.

In his VIA Strengths Survey, Seligman (2002) placed twenty-four strengths in clusters including Wisdom and Knowledge; Courage; Humanity and Love; Justice; Temperance; and Transcendence. In his book, *Standout: the Groundbreaking New Strengths Assessment from the Leader of the Strengths Revolution*, Buckingham (2011) identifies nine strengths roles: Advisor, Connector, Creator, Equalizer, Influencer, Pioneer, Provider, Stimulator, and Teacher. The tool used in *StrengthsFinder 2.0*, and applied in BU498, is the Clifton StrengthsFinder assessment. Like Seligman and Buckingham, Clifton developed the assessment to discover individual strengths (Rath, 2007). Clifton’s assessment identifies thirty-four broad themes indicating innate and unique talents (Appendix B). Foster and Lloyd (2007) note the primary application of Clifton’s StrengthsFinder assessment is in the domain of work.

In his book, *StrengthsFinder 2.0*, Rath (2007) says that our society’s concern with overcoming weaknesses and/or deficits is shortsighted. “...it’s clear from Gallup’s research that each person has greater potential for success in specific areas, and the key to human development is building on who you already are” (p.8). In other words, Rath (2007) and others in the strengths movement suggest that we should focus on identifying and developing our strengths versus trying to overcome weaknesses. *StrengthsFinder 2.0* is the tool that I use in my Internship

Practicum (BU498) course to allow my students to do just that.

METHODS

Early in the course, students read the first half of *StrengthsFinder 2.0* and complete the online assessment tool. According to Bowers (2008), the purpose of the assessment is to help people identify talents and increase success through the utilization of strengths. The assessment takes approximately 30 minutes to complete. In it, participants are faced with a series of forced choice questions where they have 20 seconds to choose the answer that best describes them. Once completed, *StrengthsFinder 2.0* identifies an individual's Top 5 ranked list of strengths and an action plan. (For example, my Top 5 strengths or signature themes of talent include: Activator, Learner, Achiever, Ideation, and Strategic). After completing the assessment, students read the second half of *StrengthsFinder 2.0* which contains detailed descriptions of all 34 strengths and suggestions for how to apply them which Rath (2007) calls "ideas for action." The students are charged with then applying and developing their strengths at their internship site. Buckingham (2011) says that using your strengths is as important as identifying them. "Sustained success comes only when you take what's unique about you and figure out how to make it useful" (p. 194).

Two papers are required during the semester for this strengths-based exercise. The first paper, written shortly after completing the online StrengthsFinder assessment, requires students to reflect on their Top 5 strengths. I ask them to discuss what they learned about themselves. Were there any surprises? What's next? The second paper, written at the end of the course and their internship experience, requires students to discuss and provide examples of how they applied and developed their strengths at their internship site. My hope is that this exercise is consistent with Rath's (2007) assertion that "the key to human development is building on who you already are" (p. 8).

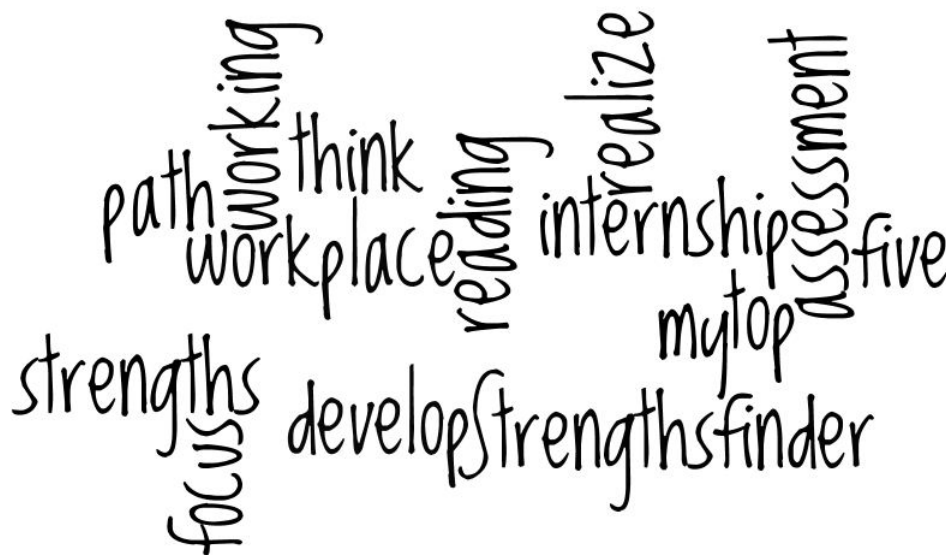
DISCUSSION

"Reading *StrengthsFinder 2.0* this semester has allowed me to think critically about what I need to do in order to achieve my fullest potential. I know what my talents are and now need to develop them into strengths." - BU498 student

According to Bowers (2008), individuals benefit when they are able to identify their strengths. By capitalizing on them, they are more motivated and more effective. Students appear to benefit from the application of positive psychology in their Internship Practicum (BU498) and having the opportunity to identify and apply their strengths at work.

"Learning my top 5 strengths was extremely helpful at my internship site," one

Exhibit A. Words Used by Students When Reflecting on BU498



student wrote when reflecting on the course. “I was given the opportunity to work at a job that I have the ability to be very successful at with my given strengths.” Other students also found the exercise applicable on site: “The StrengthsFinder assessment and personalized guide helped me to recognize my strengths and how to build upon them through my internship and this made me focus on gaining as much knowledge and experience out of my internship,” one wrote. Another student noted, “This new system of evaluating strengths was a great way of determining what I was good at, and where I should focus my ability. After my semester long internship, I have learned that a majority of these strengths which were found through the StrengthsFinder assessment were actually applicable.” Another student felt the exercise helped build confidence. “By taking the StrengthsFinder 2.0 online assessment prior to my internship, it really helped me develop,” she wrote. “Knowing what my strengths were, and being conscious of them every day, gave me confidence in what I am doing.”

Exhibit A is a word cloud highlighting common words used by BU498 students when reflecting on their strengths and internship experience.

Based on student feedback, it appears many also saw value in emphasizing strengths beyond the internship experience. “Not only reading *StrengthsFinder 2.0* and taking the assessment but also implementing the strategies suggested by Rath have turned me into a much better coworker and employee than I would have been

otherwise,” one student said. “I did not realize how effective emphasizing my strengths could be in the workplace and in life.” Other students concurred, writing: “I found my top five strengths to be an accurate description of myself. I also found these strengths helpful when applied to my work at my internship. I saw and can see my strengths developing over time in the workplace and my personal life,” “The biggest surprise to me was how often I use my top five strengths. Once I took a step back to think about how I apply those top five I found it very easy to see that I use them frequently. I look forward to utilizing them in the future and further developing my strengths the way Rath has taught us,” “Using my strengths and applying them to my work allowed me to think more in depth as to how these strengths are not only improving and helping me as a person, but will continue to guide me and help me with situations and decisions I must face in life,” and “Remaining aware of my strengths is the biggest thing I will take away from this book as I continue on the path to finding a career.”

Even when the internship site wasn't a fit for a student, they found value in the strengths exercise. “My internship may not allow me to excel in my area of strengths. However, it has made me come to a very important realization,” one student concluded. “Working for XYZ Foundation has made me realize the path I have gone down is not the right one. This is good for me, and now I realize I need to focus on a position that will let me focus on my strengths.” This feedback is particularly encouraging for undergraduates about to enter the job market. As Vernon (2010) concludes, “If you're job hunting; now is the time to clarify your greatest strengths, ensure that you can articulate them, and know what to look and listen for when you meet with potential employers” (p. 70). Hopefully students will continue their strengths journey beyond their semester-long internship and BU498.

Internship supervisors also recognized student strengths and development. At the end of the semester, each site supervisor is required to complete and return an Intern Evaluation form (Appendix C).

Comments from the form's narrative section identified strengths and development and offered constructive feedback. “Mark has several strengths that make him an asset to work with and someone worth knowing,” one supervisor wrote on the form. “His main strengths include consistency, flexibility, and communication.” Another supervisor described her intern as “extremely focused and productive. She warrants huge praise and I am trying to help get her a job so someone can enjoy her wonderful talents.” Other supervisors described interns as: “amazingly flexible and competent,” “works hard, stays focused, and was a pleasure to work with,” “an intelligent individual,” “incredible skills,” and “positive attitude, the ability to listen and complete tasks without issues, extremely professional and much more.”

Most importantly for purposes of BU498, supervisors noticed development and improvement in interns over the course of the semester. “I've personally witnessed a tremendous growth in Richard's maturity, practical business

Exhibit B. Words Used by Supervisors When Evaluating BU498 Students

task
help
work
ability
complete
strengths
extremely
business
skills
focused

knowledge, and overall accountability,” a supervisor concluded.

Exhibit B is a word cloud listing common phrases used by supervisors on the evaluation form.

CONCLUSION

Perlin (2011) believes internships can be valuable if structured correctly. “Tasks should play into an intern’s strengths and account for the training she’s received. Academic credit, supervised by a professor, can be a valuable enhancement and a useful safeguard, if there is a genuine academic tie-in—but this applies to a distinct minority of internships” (p. 209). Somerick (2001b) concurs suggesting that with appropriate standards and accountability, internships can be valuable. In the case of BU498, the academic tie-in is positive psychology and the strengths movement. The course instructor and site supervisor maintain standards and accountability.

Both at work and in the Internship Practicum (BU498) course, positive psychology offers an alternative vision to our cultural bias that emphasizes overcoming weaknesses. By focusing on what students do well, positive psychology suggests they can thrive, increase satisfaction, and attain authentic

happiness. This is a laudable goal. According to Kashdan and Steger (2011), “happy people are healthy (from pain tolerance to quicker immunological responses), creative, productive, successful, and live longer than their less happy peers” (p. 10). *StrengthsFinder 2.0* is one tool to allow students in BU498 to discover hidden talents, apply them at work, boost self-confidence, and be happy. Seligman (2002) captures this belief when he asserts:

So Positive Psychology takes seriously the bright hope that if you find yourself stuck in the parking lot of life, with few and only ephemeral pleasures, with minimal gratifications, and without meaning, there is a road out. This road takes you through the countryside of pleasure and gratification, up to the high country of strength and virtue, and finally to the peaks of lasting fulfillment: meaning and purpose (p. xiv).

As evidenced by the feedback from students and internship supervisors, the use of positive psychology and the strengths movement in the Internship Practicum (BU498) course appears to enhance the experiences of the undergraduate business intern.

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Appendix A. Sample Internship Practicum (BU498) Syllabus

Course Description: Offers opportunities for supervised work experiences. Interns focus on integrating theory and practice while developing skills required for success in a business environment. Internships must be set up the semester prior to their conduct. Students must apply through the college Internship Office and attend a dedicated practicum throughout the semester.

The Internship Practicum (BU 498) is designed to support the internship site experience and assist interns with the integration of learning from the theoretical to the practical by providing a means of reflection and learning. This class offers students the opportunity to share their experiences and concerns in a team setting. This course also includes opportunities for students to develop their personal and professional skills which will help prepare them for the workforce. Class discussions will be related to the internship experience. Progress within the internship will be discussed in class.

Texts: Forni, P.M. (2002). *Choosing Civility: The Twenty-Five Rules of Considerate Conduct*. New York: St. Martin's Griffin.
Hoffman, R. & Casnocha, B. (2012). *The Start-Up of You*. New York: Crown Business.
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Professionalism: This class is an extension of your internship experience. The professional behavior expected on site will also be expected in class. You are required to attend all class meetings; arrive on time; arrive prepared; complete all assignments on time; and participate in class discussions.

Site Expectations: As part of your internship you are expected to make arrangements with your site supervisor confirming the fulfillment of your 130 hour commitment. To avoid confusion, a mutually agreed upon schedule should be established with your supervisor at the beginning of your internship. If you are going to be late or absent from work, notify your supervisor as soon as possible. It is your responsibility to honor the agreed upon contract and schedule. Dress appropriately and behave professionally. If there are issues for you at your site, it is your responsibility to inform me as soon as possible so we can address them.

Course Requirements:

- 1) Company Profile or Industry Presentation: A presentation describing the company where you are interning. Include a discussion of the firm's history, management (planning, organizing, leading, controlling), and marketing (target market, product/service, place, promotion, price).

Alternatively, describe the industry you are working in including the type of industry, competitive environment, and political, market, and economic factors that influence the industry (5%).

- 2) StrengthsFinder 2.0: Read Part 1 of Rath's (2007) book before completing the online strengthsfinder assessment (20%). (Read Part II after completing the assessment). You will write two 3-page papers based on this assessment:
 - a. The first paper is a response to your "Top 5." What did you learn about yourself? Any surprises? What's next?
 - b. The second paper addresses how you applied and developed these strengths at your internship site. Provide specific examples. If applicable, work samples may be attached to this paper demonstrating strength development.
- 3) Business Etiquette Mini Courses: Groups of students will be responsible for researching and presenting issues relating to business etiquette. Links to Forni's (2002) *Choosing Civility: The Twenty-Five Rules of Considerate Conduct* should be made (10%).
- 4) The Start-Up of You: Write a paper in response to Hoffman & Casnocha's (2012) book (10%). Your paper (minimum 3 pages) should answer the following:
 - *A company hires me over other professionals because.....*
 - *How are you the first, only, faster, better, or cheaper than other people who want to do what you're doing in the world?*
 - *What are you offering that's hard to come by?*
 - *What are you offering that's both rare and valuable?*
- 5) Final Presentation: Near the end of class you will present a "Lessons Learned" presentation describing what you learned through your internship experience (5%).
- 6) Professionalism: During class you will be responsible for engaging in a meaningful discussion regarding your internship experience and your understanding of the course readings. Everyone is expected to participate fully in the class experience. Be prepared to discuss the actual work you are doing on site and how it relates to your classroom learning (10%).
- 7) Site Supervisor Evaluation: At the end of the semester direct your site supervisor to the Final Evaluation forms. It is the site supervisor's responsibility to discuss your final evaluation with you and then to mail

or email the Final Evaluation forms directly to me in order to be incorporated into your grade (40%).

Grading: The final grade is a combination of your academic performance (60%) and site experience (40%). It is my responsibility to determine and assign all portions of the grade. The site supervisor's role is advisory. A written final evaluation is submitted by the site supervisor informing me of your work performance.

Schedule

Class Session	Topic	Read	Prepare
1	Introduction	<i>the start-up of you</i> Chapter 1	
2	StrengthsFinder 2.0 Presentation Skills	<i>StrengthsFinder 2.0 Part I</i>	Complete online Strengths Finder Assessment. StrengthsFinder 2.0 response paper 1
3	Internship Sites	<i>the start-up of you</i> Chapter 2	Industry or Company Profile presentation
4	Job Analysis	<i>the start-up of you</i> Chapter 3	
5	Etiquette Mini Courses	<i>Choosing Civility: The Twenty-Five Rules of Considerate Conduct.</i>	Business etiquette mini course presentations
6	Resume & LinkedIn	<i>the start-up of you</i> Chapters 4 & 5	
7	Interviewing & Performance Appraisal	<i>the start-up of you</i> Chapters 6 & 7	
8	Internship Presentations	<i>StrengthsFinder 2.0 Part I</i> <i>the start-up of you</i> Conclusion	StrengthsFinder 2.0 response paper 2 "Lessons Learned" presentations
9	Closure		<i>the start-up of you</i> Paper

Appendix B. 34 Clifton StrengthsFinder Themes

Achiever	People strong in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.
Activator	People strong in the Activator theme can make things happen by turning thoughts into action. They are often impatient.
Adaptability	People strong in the Adaptability theme prefer to "go with the flow." They tend to be "now" people who take things as they come and discover the future one day at a time.
Analytical	People strong in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
Arranger	People strong in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.
Belief	People strong in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.
Command	People strong in the Command theme have presence. They can take control of a situation and make decisions.
Communication	People strong in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition	People strong in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
Connectedness	People strong in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.
Consistency/ Fairness	People strong in the Consistency theme (also called Fairness in the first StrengthsFinder assessment) are keenly aware of the need to treat people the same. They try to treat everyone in the world fairly by setting up clear rules and adhering to them.
Context	People strong in the Context theme enjoy thinking about the past. They understand the present by researching its history.

Appendix B (continued)	
Deliberative	People strong in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
Developer	People strong in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.
Discipline	People strong in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy	People strong in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.
Focus	People strong in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.
Futuristic	People strong in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
Harmony	People strong in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation	People strong in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Inclusiveness/ Includer	People strong in the Inclusiveness theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
Individualization	People strong in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
Input	People strong in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
Intellection	People strong in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner	People strong in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.

Appendix B (continued)	
Maximizer	People strong in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
Positivity	People strong in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
Relator	People who are strong in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
Responsibility	People strong in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
Restorative	People strong in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
Self-Assurance	People strong in the Self-assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
Significance	People strong in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.
Strategic	People strong in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Woo	People strong in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

Source: http://www.strengthstest.com/theme_summary.php/

Appendix C. Intern Evaluation Form

To be completed by SITE SUPERVISOR:

Student Intern:
Company/Organization:
Site Supervisor:

Instructions: In an effort to fairly evaluate the student intern, please complete the following evaluation and return it directly to the intern's Faculty Supervisor. Based on the performance of this student, assign ratings on the following items as follows and record in boxes on right.

A = Superior B+ = Above Average C = Below Average N/A A- = Outstanding B = Average D = Poor	
Research Abilities: Does he/she have ability to effectively research, write and present concepts related to business issues.	
Technical Competencies: Does he/she possess basic technical competencies necessary to function effectively in an organizational environment?	
Ethics: Does he/she conduct themselves in an ethical manner? Does he/she respect the need for confidentiality?	
Commitment: Does he/she demonstrate a commitment to fulfilling the internship expectations and willing to invest effort to improve performance?	
Flexibility: Is he/she able to adapt well to a range of assignments and expectations?	
Initiative: Does he/she seek out new learning opportunities and the mastering of new skills?	
Team Player: Is he/she effective working with others with others and co-workers? Is he/she a successful team player? How well does this intern work well with others? Is he/she willing to go the extra mile?	
Productivity: Is he/she productive and also able to deliver quality work? Is the work delivered on time? Does he/she use their time well?	
Work Habits: Is he/she conscientious about attendance and work ethic?	

Maturity: Is the student dependable in matters requiring judgment? Is he/she able to perform well under limited supervision? Can you count on him/her to follow through on projects/tasks and work independently?	
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B. Overall Impressions and Evaluation

In a brief narrative, please summarize your intern's major strengths and accomplishments based on your experiences with him/her. Constructive feedback regarding areas that need improvement are also vital to an intern's professional and personal growth.

If the opportunity arose, would you offer permanent employment to this student after graduation?

Did this intern complete the required number of hours (130)? If not, please explain.

Supervisor's
Name _____

Signature: _____ Date: _____

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