Department of Leadership Studies

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Overview

An internship is the integration of theory and practice; an opportunity to take what’s been learned, and use this knowledge in more practical ways at an organization of your choosing.

The internship experience can be one of the most challenging and rewarding aspects of a graduate program. It’s an opportunity to enhance your technical skills, experiment with a variety of authority relationships, and in some instances even work with others to achieve a common organizational goal. The Department of Leadership Studies is pleased to offer students a wide variety of opportunities for internship and well as the support and encouragement of the faculty and staff.

Internship Opportunities

The Leadership Studies Department, due to its successful history, has a tremendous variety of internships, graduate assistantships and applied projects available for students. Attention is paid to finding positions or projects that will gain the student the greatest possible experience that directly relates to the student’s desired field. For a partial review of choices available click on the appropriate link below.

Requirements

Leadership Activity Plan

The objectives of the Leadership Activity Plan are unique to the intern’s area of specialization, the specific learning goals of the intern, and the organizational context in which the intern will be working. It is very important that the intern create the plan in consultation with the Field Supervisor to ensure that the objectives outlined are consistent with the goals of the organization. Interns should focus on aspects they want to learn about at their internship site, and on skills that they have not yet developed. It is not a good use of anyone’s time to work on skills or competencies that the intern already possesses. Instead, the intern should plan to develop areas that he/she considers to be areas of growth, or those areas that he/she has little exposure or experience with. This will help
create a stimulating and beneficial experience for the intern and the organization where the intern will be working.

Download the LAP form

Specific learning outcomes (measurable objectives) in each of the following areas:

1. Technical skills or competencies specific to the intern’s organization
2. General interpersonal skills (i.e., communication, working with groups, management style)

It is likely that some of the objectives overlap categories. It is up to the intern to describe the activity, and then to identify “how” the objective will be 1) accomplished, and 2) measured (i.e: how will the intern know if she/he accomplished each objective. The intern will need to be very clear about the objectives they hope to accomplish during the internship. This clarity will aid the intern, the field supervisor, and the university supervisor in keeping the intern focused on his/her specific goals for the internship experience.

Generally, interns have 5-7 learning outcomes in the first category of technical skills, and 3-5 learning outcomes in the second category of general interpersonal skills. The Leadership Activity Planning Instrument (LAPI) should be used to complete the plan. Interns should bring their plan to the first seminar class meeting of the semester.

Course Syllabus

The syllabus for the internship course will outline the activities for the seminar portion of the internship, days and times the seminar will meet, dates when assignments are due, and other requirements for the course. Each semester, the seminar is adjusted as a result of feedback from students, and the instructor’s own learning outcomes for the students registered for the course. It is important that interns use the syllabus as a guide throughout the semester so they do not miss any important instructions or deadlines.
Final Portfolio

All interns will create a culminating portfolio of the internship experience. The portfolio will include artifacts and other evidence of work experiences that document the intern’s potential as a manager and leader in their chosen field. We encourage (not require) interns to create an electronic portfolio that could be used by the intern when seeking prospective employment opportunities.

The final portfolio should, at a minimum, include most of the following elements. Other artifacts chosen by the intern can also be included in the portfolio. (The intern needs to communicate with the university supervisor to make changes/additions to what is included in the portfolio).

- Updated resume: Interns should have an updated resume that includes the internship experience and is ready for submission to potential employers. The resume should be professional and edited prior to including it in the portfolio.
- Statement of philosophy about the leadership position examined: It is not uncommon for an intern to change the way he/she views a leadership position after the experience is over. This statement should reflect the interns previous views of the position, and any new insights gained from the internship experience. This is generally a 1-2 page summary statement.
- Copy of the Leadership Activity plan: The Leadership Activity Plan should be included in the portfolio as a reminder to the intern of his/her accomplishments.
- Narrative description of the internship (goals and objectives accomplished or not): This is an opportunity for the intern to reflect on the specific objectives outlined in the Leadership Activity plan. The narrative should expand on the intern’s selection of objectives for the internship experience, and discuss the specific learning outcomes as a result of accomplishing the objectives. In some cases, the intern may not have accomplished a particular goal, and the learning gained from this experience is also important to include in the description. (2-3 pages).
- Artifacts from the internship: The intern must decide on the artifacts to include in this section. (These might include presentations, projects, research completed, email exchanges, copies of flyers or memo’s, to name a few).
Sample written correspondence: Employers are often interested in written communication skills. Interns can demonstrate competence in this area by providing examples of correspondence that was written by them.

Log of hours (if not turned in on-line).

Other samples of work completed: It is likely that there are other artifacts that have not been mentioned that the intern might want to include in the portfolio, or that the university supervisor asks the intern to include. Some examples: video's, photographs, journals, PowerPoint presentations.

Hours

Internships can vary in their length and time requirements. For example, some students decide to take the internship for two semesters instead of one. Students do this for a variety of reasons. For example: they might want be involved in an organization that wants them to continue, and they feel they can benefit from another semester; they might want to learn more about the organization and one semester is not enough time; or they might have an assignment at the work site that takes them two semesters to complete.

Generally, a student enrolls in one 3-unit internship, and stays at one site for a minimum of 150 hours. However, students can do a combination of sites, hours, or semesters. Our goal is to be flexible enough to maximize opportunities for you. We suggest that you plan carefully, and talk with the Director of Field Experiences and your faculty advisor to develop a plan that best meets your needs. You should also talk this through with your field supervisor once you have identified an appropriate placement.

Students must keep track of hours worked using the Leadership Studies Internship Log.

Site Selection

Selecting a site is perhaps the most important step you will take to begin your journey. Putting thought into this process will greatly enhance the “fit” between you, your site, and your field
supervisor. Dr. Leslie Boozer, director of field experiences (DFE), is the SOLES administrator who will assist you in the process. Some students identify a site on their own, while others seek assistance from the DFE. The Career Development Office keeps maintains a list of open internship sites on Handshake. You can access the site via this link:

https://www.sandiego.edu/careers/handshake/

Timing

The site selection process should occur in the semester PRIOR to the one that you plan to register for your internship. You should have your site selected, talked with your field supervisor about your goals for the internship, and scheduled a triad meeting by the time the first seminar class meets at the university. This is important because the 14 week semester moves very quickly, and you want to be sure that you and your field supervisor agree on the goals and objectives for your work together. Students who are not prepared in this way may be asked to defer doing an internship for another semester. Our experience with this has shown that students who are not prepared in advance of the seminar do not get the maximum benefits from the internship experience.

Forms

Student Forms

- Internship Application Form
- Internship Log
- Leadership Activity Plan
- Student Internship Evaluation Form

Site Supervisor Forms

- Intern Assessment Form (to be filled out by site supervisor)
Responsibilities

Student

The student is responsible for ensuring that all of the paperwork and required meetings are completed in a timely manner. The following checklist, which is listed in chronological order, should be used to make sure you do not miss any steps in the process:

1. During the semester prior to registering for the internship, contact both your faculty advisor and the Director of Field Experiences (DFE), Dr. Leslie Boozer lboozer@sandiego.edu or (619) 260-8896 to initiate dialogue with the DFE regarding internship possibilities.
2. After you've been placed/accepted at a site, complete the Internship Application Form which will be reviewed by both the DFE and your faculty advisor.
3. Review the on the Leadership Studies website for details.
4. Initiate a dialogue with the onsite internship supervisor concerning your leadership activity goals.
5. Once steps 1-4 are completed, you will be cleared to register for the internship seminar.
6. Register for LEAD 598 if you are a masters student, or LEAD 698 if you are a doctoral student.
7. Set up a triad meeting between you, your Field Supervisor, and your University Supervisor. This meeting should be arranged prior to the first seminar class meeting.
8. Access the course syllabus on the internship website and review the course requirements prior to the first seminar class meeting.
9. Attend all required seminar meetings (these are held 4 times per semester).
10. Turn in completed Leadership Studies Internship Log.
11. Turn in final project and/or other assignments as noted on the course syllabus.
12. Arrange for a final triad meeting prior to the end of the semester.
13. Complete the evaluation forms at the end of the semester: Student’s Evaluation of Internship Experience and the course evaluation.
14. Ensure that your Field Supervisor completes the Intern Assessment Form, reviews it with the intern, and sends it to Dr. Leslie Boozer, Director of Field Experiences.

Director of Field Experiences

The Director of Field Experiences (DFE), Leslie Boozer (lboozer@sandiego.edu), is responsible for helping students find the appropriate placement. The DFE is also the first point of contact when the student decides they would like to do an internship. When the student meets with the DFE, she will talk to the student about career aspirations, and assist the student in identifying the type of placement that might be most beneficial to him/her. Even if the student already has a placement in mind, it is required that she/he contact the DFE to discuss their plans. Subsequently, the student will fill out the Internship Application Form that needs to be approved by the DFE, the student's advisor, and the University Supervisor. This process is required to ensure that everyone is aware of the student's plans and to proceed with finalizing the internship placement. The student cannot register for an internship until he/she has met with the DFE and completed the Leadership Studies Program Internship Application Form.

Toward the end of the internship experience, the DFE will send an email reminder to the Field Supervisor with a link to the evaluation form. The form will be completed by the Field Supervisor and sent to the DFE electronically. Prior to sending the form electronically, the Field Supervisor should print the form and review it with the student and the university supervisor at the final triad meeting.

University Supervisor

The University Supervisor is the faculty member who is the instructor of record for the internship seminar. She/he will support the intern in identifying specific goals and objectives for the internship experience. The University Supervisor works closely with the DFE to ensure that the internship is closely aligned with the intern's professional and programmatic goals. The DFE will also assist the intern in ensuring that the Field Supervisor understands the internship requirements. Finally, the University Supervisor helps the intern to communicate to the field supervisor his/her expectations for the internship experience.
The University Supervisor will facilitate the triad meetings to create an effective strategy for three-way communication between the University Supervisor, the Field Supervisor, and the student.

The University Supervisor also evaluates the intern’s progress, all of his/her written assignments, and submits the student's final grade for the seminar.

* Although the University Supervisor will facilitate the triad meeting, the intern is responsible for setting up at least two triad meetings between the intern, the University Supervisor, and the Field Supervisor. One of the meetings should occur prior to the start of the seminar, and the other near the end of the semester/internship.

Field Supervisor

The Field Supervisor (FS) is the person in an organization that has the breadth and depth of professional experience in a specific organization setting and/or profession. Often this person is one who has a position of authority in the organization where the intern plans to work. The FS acts as a mentor to the intern as she/he learns to negotiate the environment at the internship site. The FS also has periodic meetings with the intern to offer feedback, provide direction on specific job responsibilities, review previous assigned work, and to help the intern develop the skills and abilities as outlined in their Leadership Activity Plan.

The FS works in collaboration with the University supervisor to make certain that the intern stays focused on the activities outlined in the Leadership Activity Plan, and is able to maximize her/his opportunities as an intern. The FS, University Supervisor, and the student meet prior to the start of the internship to discuss goals and objectives, and at the culmination of the internship to evaluate the work of the intern. There may also be occasions for the FS and the University Supervisor to talk during the course of the semester to review the progress of the intern. This is a decision that is generally made as the semester progresses.

Toward the end of the internship experience, the FS will receive an email from the DFE reminding the FS to complete the intern evaluation form. The email will include an electronic link directly to the form. The form will be completed by the FS and sent to the DFE electronically. Prior to sending the
form electronically, the FS should print the form and review it with the student and the University Supervisor at the final triad meeting.

Frequently Asked Questions

Do I get paid for doing an internship?

This varies according to the internship site. While some internships are not paid, some are. The professional benefits you will gain from the internship experience are often far greater than the small stipend you might receive. You will need to talk to the field supervisor to see if your internship is one that is paid or not. Keep in mind there is a wide range in the amount of pay for internships.

Which course number do I register for?

Students in the master's program register for LEAD 598, while students in the doctoral program register for LEAD 698. These courses are repeatable, so if you wish to enroll in a second internship during your program, you may do so.

Is there a possibility that my internship will turn into an employment opportunity in the future?

Yes, this is often a very real possibility. Most student interns choose to work at an organization that strongly ties to their career aspirations, and sometimes the internship does lead to a job offer. To maximize the success of your internship both during and after, we recommend that you work as though you are employed at the site from day one. Work collegially and professionally, respecting those you interact with each day. Even if you don't get future employment at that site, your supervisor could serve as a potential reference for you as you seek employment opportunities in the future.
May I do my internship here at USD or at my current workplace?

While neither of these are strictly prohibited, they are both discouraged. It is our goal to have you gain the most marketable job experience and to receive the best mentoring possible from your internship. Working in a different realm will increase your network of contacts and enhance your resume or CV. You may not use your regular full-time or part-time employment as an internship.

What if I can not finish all of my required internship hours in one semester?

There is flexibility in stretching your 150 hours across semesters. You must make this decision in consultation with the course instructor, who will help you determine which semester to register for the class in (normally you want to be enrolled in the class during the semester where you will complete the bulk of your hours). Always have your internship approved formally through the internship application and have your triad meeting before starting your hours regardless of when you'll enroll in the course.