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OUR COMMITMENT TO LEARNING THROUGH EXPERIENCE

Dear Lewis University Students,

It is with great excitement that the Career Services team prepared this internship booklet for you. Internships are the key to your success in the workplace and more than half of them convert to full-time job offers. They can help you find and achieve career happiness. After all, isn’t that what everyone wants?

Throughout the many years we all have worked in Career Services, we have seen firsthand, that students who have had meaningful internships are very successful in landing full-time professional positions. They have an understanding of how their classroom knowledge is applied at work. They have more experience on their resumes, they interview better, and they can communicate what they are able to do for an employer. They also have begun to build their professional network that will help them with their job search in the future.

We hope this booklet will provide you with the guidance needed to acquire the right internship for you. A career-related experience will do wonders for your resume and job search. Use the Career Services Office to support you in your journey to career happiness. We look forward to witnessing your successful transition from school to career. Don’t forget to let us know when you are offered an internship. Share the excitement on our website!

With Warmest Regards,

The Career Services Office
DEFINITION AND BENEFITS OF INTERNSHIPS

Definition

An internship is a form of experiential education that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting.

What is an internship?

- One semester (spring, summer, or fall) work experience or project (may be repeated)
- Must be major and/or career related with intentional learning goals
- Minimum of 120 hours per semester (full or part-time)
- May, or may not, be for academic credit (additional requirements established by the academic program for credit)
- Opportunities may be paid or unpaid
- As opposed to a job, an internship requires intentional supervision and is intended for educational purposes

Benefits of internships

- Gain valuable career readiness skills and career related experience
- Candidates with experience tend to earn higher salaries
- Candidates with experience tend to find professional positions more quickly
- 2016 NACE employer survey showed that 72.2% of interns eventually received full-time job offers from the companies where they worked
- Students who have interned are more likely to find post-graduation employment than students who have not interned
- Experience is the #1 factor for employers when making hiring decisions
- More than half of all internships are paid
- Explore possibilities of future careers
- Compete with other applicants for positions that require degrees
- Apply classroom knowledge to real-world situations
- Establish professional contacts and begin networking
BENEFITS OF INTERNSHIPS

Likelihood of Having a Good Job Waiting After Graduation, by Whether Graduate Had a Meaningful Job/Internship

<table>
<thead>
<tr>
<th>Field</th>
<th>Do not strongly agree (1-4)</th>
<th>Strongly agree (5)</th>
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<tbody>
<tr>
<td>Sciences</td>
<td>24%</td>
<td>47%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>16%</td>
<td>35%</td>
</tr>
<tr>
<td>Business</td>
<td>24%</td>
<td>48%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>Engineering</td>
<td>37%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Strongly agree (5) had meaningful job/Internship
GALLUP-PURDUE INDEX

% Graduates in Jobs "Completely Related" to Their Undergraduate Studies, by Whether They Had a Meaningful Job/Internship

<table>
<thead>
<tr>
<th>Field</th>
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<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>44%</td>
<td>63%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>28%</td>
<td>52%</td>
</tr>
<tr>
<td>Business</td>
<td>28%</td>
<td>58%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>18%</td>
<td>35%</td>
</tr>
<tr>
<td>Engineering</td>
<td>40%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Strongly agree (5) had meaningful job/Internship
GALLUP-PURDUE INDEX
6 STEPS TO GETTING AN INTERNSHIP

STEP I: Review Job Descriptions
a. Find job descriptions in several fields of interest and file them in an electronic folder. Flyers Get Hired and ONETonline.org are great resources for job descriptions
b. Google What Can I Do with this Major? to help you research some occupations or those related to your major
c. Search Flyers Get Hired, powered by Handshake, for current internships

STEP II: Prepare Your 30 Second Elevator Speech
a. Identify who you are (name, major, year in school)
b. State your internship objective (include title of the position and company name, if known)
c. Provide 2 – 3 reasons why you are interested in this internship objective (you might include what you are studying, related experience or coursework, your research of the company, and/or something special about you)
d. Ask others for specifics about the internship(s) which interest you

STEP III: Identify Sources for Searching
a. Start with Lewis University
   i. Ask a favorite professor and your academic advisor
   ii. Schedule an appointment with your career advisor or the Career Services Internship Coordinator
   iii. Search the Flyers Get Hired job and internship database
   iv. Attend the Career Expo, Meet the Firms, and other career networking events
   v. Participate in the Internships 101 workshop offered fall and spring semesters. This is sponsored by Enterprise Holdings, the #1 employer of interns in the nation!
b. External Sources
   i. LinkedIn – Find Lewis alumni with your degree
   ii. Try a Google search; you’ll be amazed at what you’ll find
   iii. www.internships.com and www.looksharp.com – large national internship databases
iv. www.indeed.com and www.simplyhired.com – both of these are “spider sites” that pick up internship postings from company websites and other job search sites

v. www.idealista.org is similar to the sites listed in the previous entry, however it is focused on non-profit positions in the U.S. and abroad

vi. www.CCCI.org – The CCCI (College website is a consortium of 20 colleges in Illinois that work together to share resources

vii. Visit company websites if you have ideas for where you’d like to work. Look for their career or university relations pages for internship information

viii. Network; let your family, friends, professors, and neighbors know what you’re looking for! Personal references are still one of the best ways to land a position

ix. Attend a career fair; Lewis University has several fairs in the fall and spring that students may attend. Fairs provide excellent opportunities for you to find out what types of internships are available and to begin making some professional connections

x. Visit our website – Find more online and career-specific resources at http://www.lewisu.edu/gethired


**STEP IV: Research the Company**

a. Google the company name for current news

b. Visit their website and read about their mission, products, services, etc.

c. Review LinkedIn and see if there are any Lewis University alumni working there

d. Check their Careers employment page for additional information and positions

**STEP V: Apply for the Internship**

a. Draft a well-polished and error-free resume – use the format from the sample provided on the Career Services website or in the Resources tab on Flyers Get Hired
b. Draft a cover letter to introduce your resume

c. READ the employer instructions (if available) and follow them EXACTLY! Many require an online application

**STEP VI: Prepare to Interview**

a. See Research the Company above

b. Review the job description for responsibilities, skills and competencies, then review examples of when you demonstrated them

c. Use [Big Interview](#) to practice your interview on video. Conduct a self-critique and then forward the video to someone you trust to review and critique

d. Review the [Interview Tips](#) on what to do before, during, and after your interview

e. Received an offer? Let Career Services know. Email us at careerservices@lewisu.edu
# Internships for Academic Credit

Why should I do an internship for credit?
- Internship credit might fulfill a course credit requirement for your degree
- Internship credit is recorded on your transcript and may be helpful if you apply to graduate school
- An internship faculty advisor is available to you for guidance.

What are the academic options?
- Only the academic area or college can award credit for internships. It is best to begin with your academic advisor to learn about whether your program (major) offers internship credit and what the eligibility requirements to register for credit. Some program areas will assist with your search for an appropriate work site and some will refer you to Career Services for assistance. Below are links to some of the academic program areas offering internship credit:

<table>
<thead>
<tr>
<th>College of Business</th>
<th>All Majors</th>
<th>Robert Bergman</th>
<th><a href="http://www.lewisu.edu/academics/cob/internships.htm">http://www.lewisu.edu/academics/cob/internships.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Aviation</td>
<td>Academic Advisor</td>
<td><a href="http://www.lewisu.edu/academics/aviation/internships.htm">http://www.lewisu.edu/academics/aviation/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Computer Science</td>
<td>Dr. Ray Klump</td>
<td><a href="http://www.lewisu.edu/academics/comsci/internships.htm">http://www.lewisu.edu/academics/comsci/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Communications</td>
<td>Academic Advisor</td>
<td><a href="http://www.lewisu.edu/academics/communications/internships.htm">http://www.lewisu.edu/academics/communications/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>English</td>
<td>Dr. Simone Muench</td>
<td><a href="http://www.lewisu.edu/academics/english/internships.htm">http://www.lewisu.edu/academics/english/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>History</td>
<td>Dr. Eileen McMahon</td>
<td><a href="http://www.lewisu.edu/academics/history/internships.htm">http://www.lewisu.edu/academics/history/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Human Resource Management</td>
<td>Dr. Keith Lavine</td>
<td>PSYC-49400 Internship in Human Resource Management</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Mathematics</td>
<td>Dr. Ray Klump</td>
<td><a href="http://www.lewisu.edu/academics/math/internships.htm">http://www.lewisu.edu/academics/math/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Media</td>
<td>Dr. John Carey</td>
<td><a href="http://www.lewisu.edu/academics/communications/internships.htm">http://www.lewisu.edu/academics/communications/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Social Work</td>
<td>Academic Advisor</td>
<td><a href="http://www.lewisu.edu/academics/socialwork/internships.htm">http://www.lewisu.edu/academics/socialwork/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Sociology</td>
<td>Academic Advisor</td>
<td><a href="http://www.lewisu.edu/academics/sociology/internships.htm">http://www.lewisu.edu/academics/sociology/internships.htm</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Exercise &amp; Movement Science</td>
<td>Dr. Laura McDonald</td>
<td>SPEX-480000 Sport &amp; Exercise Science Internship</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Theology</td>
<td>Academic Advisor</td>
<td><a href="http://www.lewisu.edu/academics/theology/internships.htm">http://www.lewisu.edu/academics/theology/internships.htm</a></td>
</tr>
</tbody>
</table>

Additional programs may offer credit for internships. Check with your academic advisor or course catalog.

www.lewisu.edu/careerservices • careerservices@lewisu.edu • 815.836.5282 •
INTERNATIONAL STUDENTS

Please see the list of resources below that will provide you with the guidance needed to acquire the right internship for you. Government international students have specific requirements.

- For the most updated information please refer to: https://www.uscis.gov/working-united-states/students-and-exchange-visitors/students-and-employment

- Visa job information portal: http://www.myvisajobs.com/

- Database of sponsoring employers: http://www.h1visajobs.com/

- Information on adjusting to living in America including job search tips: http://www.istudentcity.com/

- Outlines eligibility and restrictions for students looking to work in the U.S.: https://www.uscis.gov/

- Services for Lewis University students: https://www.lewisu.edu/studentservices/iss/

LEGAL IMPLICATIONS

FOR THE MOST UPDATED INFORMATION PLEASE REFERENCE TO
Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act
https://www.dol.gov/whd/regs/compliance/whdfs71.htm
FREQUENTLY ASKED QUESTIONS

When should I intern?
- Begin looking after completing 30 hours of college credit
- Students do internships over the summer and also during the academic year. In the fall and spring semesters, interns will typically work 12-15 hours a week

Where can I intern?
- Anywhere!
- At local organizations in the Romeoville area
- During the summers, students can intern in their hometowns, in other states and even abroad

When should I start looking for an internship?
- Now! It’s never too early to start searching for possibilities!
- Begin searching at least a semester before you’d like to intern
- National deadlines for summer internships are quite early
- Getting a head start will provide you with more options

Does Career Services find an internship for me?
- No! Career Services assists you, but students and employers choose each other

Are interns paid?
- More than 50% of internships are paid; employers determine if the internship is paid or not
- The experience and skills gained will likely impact future earnings in a positive way

Can I receive academic credit for my internship?
- Academic departments make this determination; seek guidance from your Academic Advisor
- It may be possible to receive academic credit for an internship, but many students participate for experience only

Where do I find out about internships?
- Our program is centralized, which means no matter what your area of study, Career Services can help you to find internship opportunities
- We post all of the positions we hear about on our online database, Flyers Get Hired, powered by Handshake

Are there other places to look for internships? YES!
- www.internships.com and www.looksharp.com – large national internship databases
- www.indeed.com and www.simplyhired.com – both of these are “spider sites” that pick up internship postings from company websites and other job search sites
- www.idealist.org is a similar site for non-profit positions in the U.S. and abroad
- www.CCCI.org – The CCCI (College Career Consortium of Illinois) website is a consortium of 20 small colleges in Illinois that work together to share resources
• Visit company websites if you have ideas for where you’d like to work. Look for their career or university relations pages for internship information
• Try a Google search; you’ll be amazed at what you’ll find
• Network; let your family, friends, professors, and neighbors know what you’re looking for! Personal references are still one of the best ways to land a position
• Attend an internship fair; Lewis University has several fairs in the fall and spring that students may attend. Fairs provide excellent opportunities for you to find out what types of internships are available and to begin making some professional connections
• Visit our website – Find more online and career-specific resources at http://www.lewisu.edu/gethired

Where have Lewis University students interned?

• MANY places! Lewis students have contributed their talents through internships in organizations throughout the United States and abroad and have had some amazing experiences. Just a FEW of the recent internship sites include:

| Acceleration Sports Performance | DuPage County Court House | Penske Truck Leasing |
| Advocate Health Care | Enterprise Holdings | Plante Moran |
| Aerotek | Federal Reserve Bank of Chicago | Porte Brown, LLC. |
| Allstate Insurance | G&W Electric | River Valley Juvenile Detention Center |
| Apple | HUB Group | SouthWest Airlines |
| Aon | Integrated Project Mgmt. | SWC Technology Partners, Inc. |
| Berkeley Police Department | Joliet City Police Department | Textron Systems Corporation |
| BizStrat Technology Corporation | Launch Digital Marketing | The Catalyst Schools |
| CNA Insurance | Metra | Pomykala Group |
| Chicagoland Speedway | Metro Exhibit Corporation | Ulta Beauty, Inc. |
| Chicago Tube and Iron Company | Morgan Stanley | United Airlines |
| Chicago Department of Aviation | Molex | United States Postal Inspector |
| CME Group | Navy Pier | |
| Coyote Logistics | Ozinga Brothers, Inc. | |

How do I prepare to apply?

• Develop a polished and error-free resume. See the samples on the student page at www.lewisu.edu/careerservices. Upload your resume on Flyers Get Hired. Stop in to Career Services during drop-in hours or schedule an appointment by logging on to Flyers Get Hired
• Write a cover letter
• PRACTICE answering typical interview questions and prepare stories to demonstrate your skills as they relate to the position description
• Research the organization and prepare questions to ask
• Dress in professional/business attire on interview day; dressing in professional attire is NOT the same as getting dressed up for a social event
• Follow up…Follow up…Follow up!

Can I intern at my current job or student worker position?

• Current jobs and student worker positions may be considered if: the work is related to a student’s major or career goal; the supervisor is willing to provide special projects and/or learning opportunities in addition to the regular tasks; and the internship is a meaningful and transformative experience for the student
After I’ve found an internship, what’s next?

- If you’re planning to receive academic credit for the internship, you’ll need to visit with your faculty advisor.
- If you are doing a non-credit internship, Career Services would still like to know about your position for our internship records and for employer contacts and evaluations.
- Make the most of your internship experience! Take initiative; observe and learn; be professional; find a mentor; communicate respectfully; be a team player; be the greatest intern ever! Have fun!

What if I still have questions or need assistance?

- Contact Career Services at 815-836-5282. Schedule an appointment by logging in to Flyers Get Hired by Handshake. This can be accessed through mylewis.lewisu.edu >Resources >Handshake.
STUDENT REASONS FOR NOT INTERNING

**Student:** *An internship is not required for my degree.*

**Career Services Response:** Applying for professional work is a competitive process. Other candidates that have directly related internships or experience are more likely to get the job. Think like a hiring manager. Who would you hire or give preference to?

**Student:** *I am so busy and hardly have time for myself.*

**Career Services Response:** Time is limited. Everyone has to manage their time and one of the best ways to do that is to prioritize the activities on your To Do List based on your goals. If your goal for attending college is to get a good job, then getting an internship might be the #1 priority, since all professional jobs expect candidates to have some related experience.

**Student:** *I need the paycheck from my regular job to help me stay in school.*

**Career Services Response:** More than half of all internships are paid, which means some are not paid. Many unpaid internships can be flexible and work with your schedule. Is the internship for college credit? Will it help you complete your degree? Career Services and Financial Aid have access to some funds to reimburse employers for a portion of the wages paid to interns when specific criteria are met. Schedule a meeting with the Career Services Internship Coordinator to see if we can negotiate an arrangement with a potential internship employer. Also, don’t forget, there are other ways to get career-related experience!

**Student:** *There’s always next semester.*

**Career Services Response:** Students at some schools average 2-4 internships. Some internship employers will only consider students that have completed a prior internship. The earlier you start, the better!
# FLYERS GET INTERNSHIPS

<table>
<thead>
<tr>
<th>Name</th>
<th>Picture</th>
<th>Major</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lainie Schweickert</td>
<td></td>
<td>Exercise and Movement Science</td>
<td>Acceleration Sport Performance Intern</td>
</tr>
<tr>
<td>Theron Edwards</td>
<td></td>
<td>Aviation Administration</td>
<td>Southwest Airlines Aviation Technical Writing Intern</td>
</tr>
<tr>
<td>Alyssa Martinez</td>
<td></td>
<td>International Business</td>
<td>Chicago Tube &amp; Iron Sales Intern</td>
</tr>
<tr>
<td>William Riley</td>
<td></td>
<td>Aviation Administration and Public Policy</td>
<td>Chicago Department of Aviation Airport Planning Intern</td>
</tr>
<tr>
<td>Name</td>
<td>Program</td>
<td>Company/Internship</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sonia Styrczula</td>
<td>Information Systems and Information Security and Risk Management</td>
<td>Interned at Catalyst Schools and Ozinga</td>
<td></td>
</tr>
<tr>
<td>Jackson Hansen</td>
<td>Computer Science and Mathematics</td>
<td>Panduit Digital Business Information Technician Intern</td>
<td></td>
</tr>
<tr>
<td>Jamie Fionda</td>
<td>Bachelor of Arts Criminal and Social Justice</td>
<td>DEA Chicago Division Volunteer Intern and F.B.I. Intern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Science in Information Security, Management Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kianna Clark</td>
<td>Human Resource Management and Psychology</td>
<td>Navy Pier People and Culture Intern</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Field</td>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Martha Marquez</td>
<td>Criminal Justice</td>
<td>DuPage County Judicial Center Probation Department Intern</td>
<td></td>
</tr>
<tr>
<td>Magdalena Frackiewicz</td>
<td>Forensic Criminal Investigation</td>
<td>Drug Enforcement Administration Chicago Division</td>
<td></td>
</tr>
</tbody>
</table>

This table lists the names, degrees or fields of study, and organizations of students who have interned in various capacities. The information is provided by Lewis University Career Services.
OTHER EXPERIENTIAL LEARNING OPPORTUNITIES

“Experiential learning is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.”
(Association for Experiential Education)

“Teach me and I remember, involve me and I will learn.”
– Benjamin Franklin, 1750

Apprenticeship Experiences
- Type of on the job training which may lead to certification. Many skilled laborers learn their trades by doing apprenticeships.

Clinical Experiences
- Hands-on experiences of a predetermined duration directly tied to an area of study such as nursing students participating in a clinical rotation at a hospital.

Cooperative Education Experiences (also called Co-ops)
- Paid professional work experiences and are closely tied to the student’s academic work. They are more extensive than internships and will usually span two or more semesters of work.

Externships
- A temporary training program in a workplace, especially one offered to students as part of a course of study.

Fellowship Experiences
- Provide tuition or aid to support the training of students for a period of time, usually between 6 months to one year.

Field Work Experiences
- Allow students to explore and apply content learned in the classroom in a specified field experience away from the classroom.

Informational Interviews
- Talking to a current professional is a great way to determine if a career field is for you.
- An informational interview is an information-gathering conversation between you and someone employed in the career field in which you are interested.
- Talk to professionals recommended by faculty members, friends from work, family, neighbors, teachers, church friends, etc.
- If someone has referred you, give the person’s name and indicate why you are calling and that you are not asking for a job, but to get information about the type of work they do and how they got into that field.

Job Shadowing
- During a typical job shadowing visit, you “shadow” an employee at work for a couple of hours, or sometimes several days.
- The visit provides a close-up look at the workplace and the day-to-day responsibilities of a professional in your field of interest.
Post-graduate Fellowships
- Assist students at the graduate level while post are short-term opportunities lasting from a few months to several years
- Focus on the professional development of the fellow

Practicum Experiences
- Are often a required component of a course of study and place students in a supervised setting; could be paid or unpaid

Service Learning Experiences
- Are distinguished by being mutually beneficial for both student and community. Service learning is growing rapidly and is considered a part of experiential education by its very nature of learning, performing a job within the community, and serious reflection by the student

Student Teaching Experiences
- Provide teacher candidates with an opportunity to put into practice the knowledge and skills they have been developing in the preparation program

Study Abroad Experiences
- Offer students a unique opportunity to learn in another culture, within the security of a host family and a host institution carefully chosen to allow the transfer of credit to a student’s degree program

Volunteer Experiences
- Allow students to serve in a community primarily because they choose to do so. Many serve through a nonprofit organization

Virtual Internship Providers/Websites
- Allow students to gain experience while working in a remote professional setting; students are not physically present at the job location
TRANSLATING YOUR EXPERIENCE TO THE RESUME

The samples below should be revised to include your skills and experience. If you need assistance with this, please contact Career Services and schedule an appointment with a career advisor.

**TYPE #1: INTERNSHIP EXPERIENCE (SAMPLE)**

**EDUCATION**
Bachelor of Arts in Public Relations/Advertising  
Lewis University, Romeoville, IL  
GPA: 3.1/4.0

**INTERNSHIP**
Public Relations Intern  
XYZ Corporation, Chicago, IL
- Assisted in the compilation and development of agency press releases to media outlets
- Participated in the development of new marketing materials and media strategies
- Partnered with accounts teams to create engaging media and online campaigns
- Established and maintained relationships with media and community organizations
- Assisted supervisor with writing fact sheets, media pitches, and website content
- Generated social media analytics and tracked competitors
- Updated corporation’s social media sites on daily basis and responded to posted inquiries

**TYPE #2: STUDENT WORKER EXPERIENCE (SAMPLE)**

**EXPERIENCE**
Student Worker  
Financial Aid Office, Lewis University, Romeoville, IL
- Researched state-based scholarships and prepared summary for financial aid counselors
- Answered phones and directed callers (approximately 15 calls per hour)
- Filed and shredded confidential documents
- Prepared and assembled packets of forms for various financial aid packages

**TYPE #3: SERVICE LEARNING PROJECTS (SAMPLE)**

**EDUCATION/EXPERIENTIAL LEARNING**
Bachelor of Arts in Public Relations/Advertising  
Lewis University, Romeoville, IL  
GPA: 3.1/4.0

**Experiential/Service Learning Project**  
Course: Public Relations Writing  
Project Site: Warren-Sharpe Community Center, Joliet, IL
Project Summary: Class of 14 students partnered with non-profit agency to create various public relations materials to advertise and promote agency to external constituents. Highlights of community engaged learning include:
- Collaborated with agency director to set PR goals and determine next action steps
- Created comprehensive PR portfolio which included news releases, fact sheets, blogs, social media recommendations, newsletters, brochures, advocacy letters, and crisis communication plans
- Presented completed portfolio to class and agency representatives; discussed highlights and challenges
- Engaged in peer review of PR materials
NOTE: If your service learning project was not related to your major, it is best to move it to your “Activities” section. Including it in your “Education” section implies that it was directly related to your degree/career.

TRANSLATING YOUR EXPERIENCE TO THE RESUME (continued)

TYPE #4: PRESENTATIONS (SAMPLE)

PRESENTATIONS
- Smith, S. K. & Burke, K. J. (20XX, April). Using a relational query language as a software maintenance tool. Poster session presented at the Lewis University Celebration of Scholarship, Romeoville, IL.

TYPE #5: STUDY ABROAD EXPERIENCE (SAMPLE)

EDUCATION
Bachelor of Science in Business Administration
Lewis University, Romeoville, IL
GPA: 3.1/4.0
Minor: Finance
Study Abroad Experience: John Cabot University, Rome, Italy, Spring 20XX
- Enhanced oral/written Italian language skills; developed multicultural sensitivity
- Volunteered weekly at Rome Reads program in collaboration with Rome elementary schools
- Studied financial impact of declining productivity rates at southern Italian factories and warehouses
- Traveled extensively throughout Italy for four months and developed first-hand knowledge and understanding of Italian culture and customs

TYPE #6: PEER MENTOR EXPERIENCE (SAMPLE)

EXPERIENCE
Peer Mentor – Success Program
August 20XX – May 20XX
Lewis University, Romeoville, IL
- Met one-on-one with 8-12 students weekly and established goals
- Mentored students and taught appropriate study skills and study habits
- Maintained records of all students in caseload
- Referred students to appropriate campus support resources such as the counseling center and tutoring program

TYPE #7: RESEARCH EXPERIENCE (SAMPLE)

RESEARCH PROJECTS
Lewis University Faculty-Supervised Research Projects:
- Resonance Hyper-Raman Spectroscopy: A Method to Corroborate the Identities of Forbidden Electronic Transitions in Chromium Hexacarbonyl (Advisor: Dr. Patricia McNary)
- Reactions of Fluoride Ion Sources with Haloalkyl Derivatives of Phenyazasilanes (Advisor: Dr. Harold Towser)

Additional Research Projects:
- Examination of ecological processes occurring at the individual physiological level to the ecosystem level in response to elevated CO2, increased nitrogen deposition, prescribed burning, and biofuel harvesting, Zale Creek Summer Research Institute, University of Tennessee, Knoxville, TN, Summer 20XX (Supervisor: Dr. Sung Xiao)
USING YOUR RESUME TO NAIL THE INTERVIEW

You’ve landed an interview for the job of your dreams! Picture yourself seated here at this conference table, looking out at the supervisors who will be interviewing you. How will you convince these hiring managers that you are competent to do this job?

Reviewing your well-written bullets on your resume will help you nail the interview! In addition to knowledge about the company and the job itself, the most important things that employers want to hear are specific examples of your competence. Your resume bullets demonstrate this competence!

Carefully review your jobs/projects/bullets listed on your resume and then be prepared to give specific examples of times when you have demonstrated leadership, worked on a team/group project, shown initiative, did more than what was asked, demonstrated your oral and written communication skills, adapted in a difficult situation and resolved problems/issu​es, among others.

Sample resume bullet: Processed 10-15 customer returns and exchanges daily

Sample interview response which demonstrates competency of resolving problems:

“When I worked as a customer service representative, I had to process customer returns and exchanges at the service desk. This involved listening carefully to the customers to ensure that I accurately understood the issue. Many of these customers were really angry because their merchandise was defective and they just waited in a long line before getting to me. From this, I learned how to work quickly to enter the return information into our database under high stress, and I also learned to demonstrate respect and empathy, even when they were yelling at me. I resolved their issues by making it right and this helped to de-escalate the situation. Most of the customers thanked me, and just in the past month, four of them completed an employee recognition card in which they noted how I handled and resolved their problem and said that they would continue being a customer because of this prompt resolution.”

Final tip: A few days before your interview, remember to thoroughly review your resume and have in mind several examples of your competencies (skills such as leadership, teamwork, creativity, and communication) so that when you get to your interview, you will nail it!
# SAMPLE DOCUMENTS

## STUDENT EVALUATION OF INTERNSHIP

Please respond to the following questions regarding your internship experience. This form provides opportunity for frank appraisal of your internship site and supervisor.

Your Name: ____________________________  Date: ____________________________

Organization: ___________________________  Semester/Year: ________________________

Location: ____________________________  Supervisor: ____________________________

Please rate the following aspects of your internship experience on the basis of this scale:
(1) Poor  (2) Fair  (3) Good  (4) Excellent

### Site

<table>
<thead>
<tr>
<th>Physical environment was safe</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>An orientation was provided to the organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Adequate resources were available to accomplish projects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Co-workers were accepting and helpful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Supervisor

<table>
<thead>
<tr>
<th>Supervisor provided a clear job description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular feedback was provided on my progress and abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>An effort was made to make it a learning experience for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Supervisor provided levels of responsibility consistent with my abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Supervisor was supportive of the agreed-upon work days and hours</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Learning Experience

<table>
<thead>
<tr>
<th>Work experience related to my academic discipline and/or career goal</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities were provided to develop my communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Opportunities were provided to develop my interpersonal skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Opportunities were provided to develop my creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Opportunities were provided to develop my problem-solving abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>This experience has helped prepare me for the workplace</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Overall Value Rating for this Internship

1 | 2 | 3 | 4

Feel free to explain any of your responses to the above criteria here (use other side if necessary)

Would you work for this supervisor again? _____Yes _____No _____Uncertain

Would you work for this organization again? _____Yes _____No _____Uncertain

Would you recommend this organization to other students? _____Yes _____No _____Uncertain
Lewis University Career Services Office
Zero-Credit Internship: Learning and Training Agreement

To participate in a meaningful zero-credit internship, students are expected to:

- Secure an internship work site and receive approval from the Career Services Office
- Have completed 30 credit hours of college coursework with a minimum 2.0 GPA
- Complete a minimum of 120 hours at the work site
- Complete all forms with appropriate signatures and turn in to Career Services (Forms Include: Zero Credit Internship Learning and Training Agreement, Hours Worked and Activity Log, Employer Evaluation, and Student Site Evaluation)

*Note: Employers may have other requirements such as additional hours and higher GPA.

Student Information

Semester/Year Completing Internship: Fall ________ Spring ________ Summer ________ Year ________
Name: ___________________________ ID #: ___________________________
Cell Phone: ___________________________ Email: ___________________________
Major: ___________________________ 2nd Major: ___________________________ Minor: ___________________________
Year in School: Junior _____ Senior _____ Other _____ GPA: ________ Expected Graduation Date (mm/yyyy): ________

Draft a narrative statement articulating your interest in this industry/company and how this internship will be useful in achieving your career goals:

________________________________________________________

Develop 4 – 6 Learning Objectives or Goals (Review the internship position description and the Employer Evaluation form):

1.
2.
3.
4.
5.
6.

Expectations of the Student Intern:

1. Students are expected to adhere to all policies of the internship site, including dress code and attendance policies. Seek clarification when necessary.
2. Be in regular contact with your site supervisor to obtain feedback on your progress.
3. Exhibit professional and ethical behavior manner at all times. Professional conduct includes: use of employer equipment, technology and facilities, communicate respectfully and in a forthright manner with all colleagues or peers, and to fulfill the obligations of this agreement.
4. Work out a mutually agreeable schedule with your site supervisor and keep a weekly log of all internship hours and activities. Minimum number of total internship hours is 120.
5. Inform the Career Services Office at Lewis University of any Internship site or supervisor concerns which you have been unable to resolve on your own.
6. Turn in your signed verification of hours form and site evaluation form during the last week of the internship and remind the site supervisor to complete your evaluation and email to CareerServices@lewisu.edu
Zero-Credit Internship: Learning and Training Agreement

Employer Information

Name of Company: ____________________________ Company Website: ____________________________

Contact (Supervisor) Name: __________________ Phone: ____________________________

Address: ____________________________ Email: ____________________________

Internship Job Title: ____________________________ Number of Hours/Week: ____________________________

Start Date: ____________ End Date: ____________ Paid ($/Hour): ____________ Stipend: ____________ Unpaid: ____________

ATTACH THE JOB DESCRIPTION WITH THIS AGREEMENT

Expectations of the Employer:

1. Provide adequate supervision and assign duties that are career-related, progressive and challenging.
2. Encourage and support the learning aspect of the student’s assignment; designate an employee (mentor) to help orient the student to the site and its culture, to assist in the development of learning objectives, to monitor progress and confer regularly with the student.
3. Make available equipment, supplies and space necessary for the student to perform his/her duties and provide a safe working environment.
4. Maintain general liability, professional liability and worker’s compensation insurance as required by law.
5. Do not displace regular workers with students secured through internship hires.
6. Notify Career Services of students placed in internships or any changes in the student’s work status, schedule, or performance.
7. Follow internship criteria as established by the Second Circuit Court: http://tinyurl.com/ouynyo3.
8. Sign the student’s logged hours and activities form.
9. Complete and communicate the results of the performance evaluation with the Intern.
10. Return the evaluation to Career Services by email. Signatures are not required if sent from the supervisor’s email and the date the evaluation was covered with the student is included.

Email: Careerservices@lewisu.edu
Phone: 815-836-5282
Fax: 815-588-7614
Mailing Address:
Lewis University Career Services
One University Parkway, Unit 293
Romeoville, IL 60446

Student Signature ____________________________ Internship Site Supervisor Signature ____________________________

Career Services Office Use Only

Documents: Staff Initials/Dates Received
LT Agreement ____________ Hours/Activities Log ____________ Employer Evaluation ____________ Student Site Evaluation ____________
Reported in Flyers Get Hired ____________

Lewis University Career Services Office, Learning Resource Center, Unit 293
www.lewisu.edu/careerservices, careerservices@lewisu.edu, 815-836-5282, (F) 815-588-7614
# Lewis University Career Services Office
## Zero-Credit Internship: Employer Evaluation Form

**Name of Company:**

**Supervisor Name:**

**Phone:**

**Email:**

**Name of Student Intern:**

**Semester:** (Spring, Summer, Fall, Year)

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>1 – Needs Improvement</th>
<th>2 – Meets Expectations</th>
<th>3 – Excellent</th>
<th>N/A (Not Applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Dimension</strong></td>
<td><strong>Description</strong></td>
<td><strong>Score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of Learning Agreement Objectives</td>
<td>Accomplished learning objectives as established in the Learning and Training Agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Thoroughly and accurately performed all work requirements; submitted work assignments on time with few or no errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Learn</td>
<td>Asked relevant questions and sought out additional information; understood new concepts; willing to take responsibility for mistakes and make needed changes and improvements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative and Creativity</td>
<td>Self-starter; asked for additional work assignments; solved problems independently; proposed innovative ideas or solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Traits</td>
<td>Demonstrated confidence and positive attitude; aware of, and sensitive to ethical and diversity issues on the job; behaved in an ethical or professional manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td>Reliable in completing work assignments; followed instructions and procedures; attentive to detail; required minimal supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and Punctuality</td>
<td>Reported to work as scheduled and on-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Fit</td>
<td>Understood and supported the organization’s mission, vision and goals; adapted to organizational culture; functioned within appropriate authority and decision-making channels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to Supervision</td>
<td>Sought supervision when necessary; receptive to constructive criticism; willing to explore areas for improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Proficiently utilized relevant information technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td>Written work organized and readable with appropriate language use and grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>Presented in a logical sequence with effective graphics and professional delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical/Critical Thinking Skills</td>
<td>Evaluated and interpreted relevant information; developed and justified multiple solutions or options that were clear and well supported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Abilities</td>
<td>Listened actively, acknowledged, and built on others’ ideas; engaged all group members; involved with setting challenging goals and planning for their accomplishment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal and Teamwork Skills</td>
<td>Proficient in interacting and communicating with co-workers; prepared in advance for meetings; willingly accepted share of group’s responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Lewis University Career Services Office

Zero Credit Internship: Employer Evaluation Form

<table>
<thead>
<tr>
<th>Overall Performance Evaluation of Student Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
</tr>
<tr>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Comments:**

If a position were available within your company/organization, would you recommend this student for employment?

Yes [ ] No [ ]

This evaluation was reviewed with the student on (date): ____________________________

Please email this completed form to [Careerservices@lewisu.edu](mailto:Careerservices@lewisu.edu) by: ____________________________

Supervisor Signature:

(Signature is assumed when form is returned through the supervisor’s email.)
SAMPLE COVER LETTER

ANDREW ACCOUNTANT

rhrecruiter@gmail.com ~ Chicago, IL ~ 773.555.1212

February 14, 20XX

Mr. William P. Washington, CPA Coastal Accounting Services
789 S. Franciscan Blvd.
Chicago, IL 60615

Dear Mr. Washington:

It is with great interest that I apply for your summer Accounting Intern position which you have advertised on your Web site. Coastal Accounting Services is especially attractive to me because of your specialization in small business and non-profit accounting and cash flow analysis services. My long term career goal is to provide accounting services for non-profit organizations and I believe I am an excellent fit for your firm. My semester ends on May 13th and I would be available to start any time after that date.

I am currently completing my junior year as an accountancy major at Lewis University. My academic preparation has included courses such as Principles of Accounting I and II, Principles of Finance, Business Law for Accountants, Intermediate Accounting Theory I, Decision Science, and Cost Accounting. Last year I joined the professional business fraternity, Delta Sigma Pi. I was an active member and was elected Vice President of Finance for this current school year. My work as Vice President of Finance has entailed strict attention to detail and meticulous record-keeping. I have had the opportunity to manage the budget and approve expenditures while simultaneously developing my leadership skills. For the past two years, I have worked part-time as a Customer Service Representative at Kohl’s, which has taught me how to work with a diverse array of customers and respond to their needs and complaints in a professional manner. I believe I will contribute all of these skills to your team at Coastal Accounting Services while also applying and refining my accounting skills in this internship.

I believe that my focused education and career goals are an appropriate match for your internship and I would welcome the opportunity to meet with you to further discuss my qualifications. I am best reached at 773.555.1212 in the afternoons. Thank you for considering me for this internship opportunity with your firm. I look forward to hearing from you soon.

Sincerely,

Andrew Accountant

Andrew Accountant
RONALD H. RECRUITER
rhrecruiter@gmail.com - Chicago, IL - 773.555.1212

SUMMARY OF QUALIFICATIONS
Research: Skilled in gathering and analyzing internal/external data in a variety of environments
Internship: Completion of 173-hour supervised recruitment/onboarding internship in corporate setting
Recruitment/Training: Recruited and trained new employees; conducted new-hire programming
Customer Service: Over 2 years of experience assisting customers, problem-solving, and resolving escalated issues
Communication: Interpersonal, collaboration, and presentation skills with people of diverse backgrounds
Leadership: Held 2 officer roles in campus activities, trained employees, and served as volunteer mentor

EDUCATION
Bachelor of Arts in Human Resource Management
Lewis University, Romeoville, IL
GPA: 3.1/4.0

HUMAN RESOURCES INTERNSHIP
Recruitment/Onboarding Intern
XYZ Corporation, Oak Brook, IL
Summer 20XX
- Assisted Director of Human Resources with the development of new recruitment strategies
- Conducted research on social media recruitment efforts of competitor companies
- Assisted Director with designing new employee orientation/onboarding packets
- Conducted initial screenings and represented company at 2 – 3 local employment fairs per week
- Prepared promotional materials for employee referral incentive program for 475 employees
- Verified previous employment of prospective candidates
- Coordinated candidates to schedule phone, Skype, and face-to-face interviews with hiring managers
- Organized and maintained confidential employee/personnel files

WORK EXPERIENCE
Sales Representative
Farfalla’s Elite Fashions, Lombard, IL
December 20XX – Present
- Train 2 – 4 new employees each month on company policies, upselling, and report writing
- Assist diverse array of customers with their selections and purchases
- Process 50+ cash and credit transactions daily; balance cash drawer
- Resolve customer complaints to ensure satisfaction and promote repeat business

Student Worker
Business Office, Lewis University, Romeoville, IL
August 20XX – May 20XX
- Answered phones and directed callers (15 – 20 callers/day); greeted and directed office visitors
- Collaborated with 5 other departments to update database with confidential financial information

HONORS AND AWARDS
- Dean’s List, Lewis University, five semesters
- Recipient, Christian Brothers Scholarship for academic achievement, 20XX – Present
- Recipient, Rising Sales Award, Farfalla’s Elite Fashions, April 20XX

LEADERSHIP, ACTIVITIES, AND VOLUNTEER EXPERIENCE
- Member, Society for Human Resource Management – Lewis University Chapter, 20XX – Present
  - Vice President, 20XX – 20XX
  - Treasurer, 20XX – 20XX
- Member, Lewis University Men’s Volleyball Team, 20XX – Present
- Volunteer Mentor, Big Brothers Big Sisters of Will County, 20XX – 20XX

LANGUAGES AND COMPUTER SKILLS
- Fluent in Spanish; semi-fluent in Polish
- Proficient in MS Word, MS Excel, MS PowerPoint, Kronos, Taleo, and Joveite
- Proficient in all major social media outlets including Facebook, YouTube, Google+, LinkedIn, and Twitter; able to post opportunities and source candidates via social media
- Familiar with MS Access and Adobe Photoshop
SIX TIPS TO GET THE MOST FROM YOUR SUMMER INTERNSHIPS

By: Rich Grant, Published on April 19, 2017

https://www.linkedin.com/pulse/six-tips-get-most-from-your-summer-internship-rich-grant/

Summer internships go by in what seems to be the blink of an eye. In a period of ten to fifteen weeks, interns need to not only do great work that will impact their organizations, but on the back end, they need to be able to articulate, in specific terms, what that impact was. Yet, after the internship is over, many students struggle to document any meaningful results and accomplishments.

They knew what they did, of course… but not what they achieved.
With that as a backdrop, here is my advice for soon-to-be interns who want to get the most out of their summer internships:

Have a Clear Plan
Is your job description in writing? Has the organization provided you with a list of expectations? Are you confident that the organization will assign you with meaningful work? In most internships and full-time jobs, there’s a certain degree of “grunt work,” yet, you don’t want to spend your summer as a “copy and coffee” intern.

State Your Expectations
Talk with your boss about what you hope to gain from the internship. It’s important to assert yourself with confidence in a respectful way, and be realistic about what’s doable. Essentially, you want to convey the message that you want to be in a position where you can provide the greatest benefit to the organization, and in doing so, you will benefit from the exposure and experience.

Know What’s Important to the Organization
What do they measure? What are their goals? Try to align yourself with those goals. Keep your eyes and ears open for ad hoc projects that will give you an opportunity to contribute to the success of the organization.

Meet With Your Supervisor and Mentor Regularly
Hopefully, this will happen anyway, but if it’s not part of their plan, take the initiative to check in with your boss each week. Get his or her help in monitoring your progress. Make notes of your discussions.

Get Final Feedback
In the last week of the internship, touch base with the people you worked most closely with. Ask them to give you specific feedback about how your work made a difference to them. Connect with these individuals on LinkedIn, and make a commitment to stay in touch.
Seek Help on Your Resume in September
While it’s still fresh in your mind, meet with your career services advisor to debrief your internship experience and make note of all your accomplishments. The career advisor should help you brainstorm to extract the meaningful nuggets.
Think about:

- What are you most proud of?
- What did the supervisor say he or she was most pleased with?
- What did you do that contributed to business goals?

Regarding business goals, think about specific metrics, but also answer these questions:

- What did you do that made money?
- How did you increase the customer base?
- What was the improvement in customer satisfaction?
- Did you improve a process that saved time or money or made the organization a more attractive place to do business?

A meaningful internship experience will not only help you create a compelling resume, it will provide you with specific examples to talk about during your next job interview. I’m sure you’re well aware how important internships are to your future success in getting a good job in your field. However, it’s not just the internship itself that’s important, but the accomplishments that occur as a result of the experience… and your ability to articulate them.

Rich Grant is a career advisor and writer with five years of experience managing college internship programs and career services. Prior to working in college career services, he was the director of an AACSB-accredited MBA program and a senior analyst for a large retail company. Follow Rich on Twitter @RichCareer
RESOURCES


Grant, R. (2017). *Six tips to get the most from your summer internship*. LinkedIn. Retrieved from https://www.linkedin.com/pulse/six-tips-get-most-from-your-summer-internship-rich-grant/


https://www.uscis.gov/working-united-states/students-and-exchange-visitors/students-and-employment

https://www.dol.gov/whd/regs/compliance/whdfs71.htm