

Appendix B

Internship Handbook

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THE PUBLIC ADMINISTRATION INTERN

A professional internship experience is a very important and highly significant learning opportunity in a pre-service student's education. All personnel at the University and in the public sector organizations are committed to facilitating the success of this experience for the student to:

1. Learn and understand his or her role as a public administrator, and
2. Develop his or her potential as a public administrator.

Toward these goals all concerned with the internship work as a team.

During the internship experience, the student is both a University student and a Public Administrator. As a student, relationships with the University are maintained, and the learning-through-doing approach is emphasized at the intern site.

As a Public Administrator, the intern relates within the particular organizational structure of the agency, maintaining good working relationships with co-workers and the sponsor.

Basic expectations of the intern include adherence to the legal requirements of the State of California and to the policies, rules, and regulations of both the Graduate Center for Public Policy and Administration, CSULB, and those of the assigned work site.

I. RESPONSIBILITIES AS A UNIVERSITY STUDENT

As a University student, the following expectations apply:

- A. Completing all required forms.
- B. Registering and attending intern orientation.
- C. Attending scheduled meetings on campus.
- D. Meeting deadlines for reports and papers promptly.
- E. Scheduling and keeping appropriate conference appointments with University Intern Coordinator.

II. RESPONSIBILITIES AS A PUBLIC ADMINISTRATION INTERN

A. Early Observation and Activities:

During the first few weeks at the job site, the intern will get off to a good start by:

1. Arriving at work site promptly, according to schedule.
2. Studying the organization and environment.
3. Becoming familiar with the physical plant and personnel assigned to various departments.
4. Learning the names of key administrators and the methods used by them (including the rationale behind those methods).
5. Understanding the scope of likely assignments for the semester.
6. Becoming familiar with the organization's management functions, intergovernmental relations, and citizen participation activities.
7. Becoming familiar with the various forms employed by the organization.
8. Participating at an appropriate level in meetings called by the sponsor.
9. Scheduling weekly conferences with the Intern Coordinator.
10. Studying the community in which the agency is located and its resources.

B. Guidelines for Continuing Success at the Job

1. Students who consider their intern assignment a responsible job and give it their top priority in time, energy, attention and preparation for work have the most successful intern experiences.

2. Students who regularly attend orientation and seminar meetings have the greatest opportunities to maximize their learning from internships. They make the bridge for themselves between theory and practice.
3. Interns who have established and maintained a professional attitude and posture even when performing routine matters have earned the respect of the staff with whom they work. Conversely, another intern doing excellent work may find that work being disregarded because of a sloppy attitude or appearance.
4. Accepting and learning from constructive criticism is a major feature of the intern experience. The intern should understand that the sponsor has been selected, in part, because of his or her ability to supervise and provide helpful feedback: any criticism should be seen as grist for real learning. Maintaining a close relationship and conferring frequently with the sponsor is perhaps the best way for the intern to be sure that the work being performed is the work needed and assigned by the sponsor. This does not mean pestering the sponsor, but it does mean preparing for meetings so that meaningful, worthwhile discussions are likely.
5. The following list is intended to suggest specific areas where you as an intern can take initiative to make the work relationship a most satisfying one:
 - Arrive at work before scheduled beginning time, for planning, reviewing, and checking assignments.
 - Make your reports neat, legible, prompt, and accurate.
 - Look to your sponsor for guidance, as your consultant and resource person.
 - Anticipate deadlines and plan work to be professionally competent and complete.
 - Initiate conferences with the Center's Intern Coordinator soon after he or she visits the work site.
 - Notify the sponsor immediately if illness or other reasons prevent you from completing assignments.
 - Retain copies of significant work samples and work products.
 - Refer to the organization's calendar without regard to CSULB's vacation periods or other events.

C. Evaluations

1. Evaluations summarize feedback and are intended to help the internship be a quality learning experience. Written evaluations by the sponsor and the Center's Internship Coordinator will be major demonstrations of the intern's potential for success in public administration.
2. A personal conference will be arranged (at the intern's initiative) where the evaluation will be discussed and reviewed. These evaluations will facilitate the intern's careful self-appraisal with a view to continued improvement in Public Administration.
3. Keep in mind that as a candidate for the Master of Public Administration degree you deserve realistic appraisals of your competence and suitability for being a Public Administrator from both the sponsor and the Intern Coordinator.
4. As with all Center courses, at least three pieces of evidence of student performance must be evaluated for grading purposes. The internship experience is evaluated by the following activities:
 - a. Mid-Term essay.
 - b. Final essay.
 - c. Journal of internship experiences.
 - d. Sponsor evaluation report.

THE INTERN SPONSOR

I. ORIENTATION

A. Preparing for the Intern

1. Your efforts to prepare your staff for the intern will facilitate his or her entry into the work setting. Your own attitude toward this student of being a colleague will help create a receptive atmosphere and reduce much of the intern's early edginess and anxiety.
2. Your familiarity with the student's background (resume and other background data) will indicate your interest and readiness to enter a positive experience.
3. Having copies of the pertinent policies, regulations and memoranda readily available when the intern arrives will demonstrate your expectation that these are important and their adherence can be readily emphasized.
4. Having desk space available for the intern also will communicate that you have significant work needing attention, and you are ready for him or her to begin work. Having necessary keys available will signal your eagerness for the intern to get underway.

B. Orienting the Intern

1. The intern will need orientation of the physical plant to locate key departments and facilities.
2. Appropriate introductions to staff in nearby offices, department heads and elected officials will be helpful to the intern.
3. A discussion of the policies and procedures utilized in your office should help clarify these for the intern and assure you that he or she does understand them.
4. Initially, a general outline of the kinds of tasks the intern can expect to be assigned will be sufficient. Later you will have more experience upon which to base your assignments of strengths and weaknesses and areas of particular competence.
5. A period of at least two weeks during which the intern observes you and your work is not unusual. Certain sensitive or confidential areas from which the intern will be excluded need interpretation and explanation. A candid discussion of the level of his or her participation in staff meetings and external relations will prove helpful.

II. SUPERVISING THE INTERN

- A. The intern may be expected to keep his or her own record of duty hours, etc.
- B. A periodic check of work assignments as to their feasibility and worth should be adequate. Your written comments will be helpful and provide the student with reference points to continue to check his or her progress.
- C. Compliments on work meriting praise will do much to instill confidence. By the same token, early attention to areas needing correction or improvement will help the student avoid more costly mistakes.
- D. As the intern increases his or her skill and confidence, and as your organizational requirements permit, increasingly professional responsibilities may be assigned.
- E. Toward the conclusion of the internship experience a smooth transition of responsibilities which the intern has carried will need to be delegated to other staff.

III. OBSERVATION

- A. Generally, the intern experience is intended to follow an observation/performance/reflection model. In this regard routine clerical assignments will not provide the kind of quality experience that is intended in a public administration internship.
- B. Because the intern is an emerging professional person, he or she will benefit from observations of your professional duties away from the office and with other departments.

IV. EVALUATION

- A. A frank discussion with the University Intern Coordinator will be sought. This discussion might include personal problem areas which cannot be openly discussed with the intern.
- B. Each cooperating sponsor will be asked to write an evaluation of each intern's performance from the view of their potential rather than as an experienced public administrator.
- C. Unsatisfactory performances by the intern should be identified as early as possible in the intern experience. Also, the Intern Coordinator should be apprised of unsatisfactory work.
- D. Withdrawal from an intern experience before the end of the semester may be effected without prejudicing the student's record. Any evaluations of the student's intern experience will be removed in such an instance. Withdrawals are approved by the Intern Coordinator and the Director, Graduate Center for Public Policy and Administration.

THE COORDINATOR OF PUBLIC ADMINISTRATION INTERNS

The Intern Coordinator of the Graduate Center for Public Policy and Administration deals primarily with sponsors and sponsoring organizations. He holds academic rank in the Graduate Center for Public Policy and Administration, works closely with all sponsors, and chairs the Graduate Center for Public Policy and Administration Internship Committee.

Specific duties include:

- A. Assigning interns to sponsoring organizations where they will do their internships.
- B. Presenting information on interns to prospective sponsors.
- C. Interpreting the Public Administration Internship Program to potential sponsors.
- D. Conducting the Public Policy and Administration Internship Seminar and determining grades.
- E. Responding to feedback on the program from cooperating sponsors, interns, and other faculty programs.
- F. Acting as liaison with other University internship and field experience programs.
- G. Conferring with sponsors and interns when difficulties arise.
- H. Withdrawing or transferring an intern experiencing difficulties with his or her assignment, after conferences with all concerned.

Note: No change in the intern assignments should be made without the approval of the Intern Coordinator or the Director of the Graduate Center for Public Policy and Administration at California State University, Long Beach.

Inquiries concerning the Public Administration Internship Program at California State University, Long beach should be directed to:

Coordinator
Public Administration Internship Program
Graduate Center for Public Policy and Administration
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-4602

THE CAREER DEVELOPMENT CENTER

THE OFFICE OF CAREER PLANNING AND PLACEMENT

The purpose of the Placement Office is to offer career information to all students as they require it and to assist all students who desire to obtain a position in the location of a job of their choice. However, in order to accomplish this purpose each student must first be officially registered as an active candidate with the Placement office.

This registration requires the following:

- A. You will receive the necessary forms to start your personal placement folder. This will contain biographical information about yourself, internship evaluations, and personal references which should relate to your ability and background. This placement file, once established, becomes a permanent receptacle for subsequent evaluations, and you may use it the rest of your life to obtain all subsequent positions.
- B. After you have completed the forms, return them to the Placement Office in person. The Placement Office is located in the Student Service/Administration Building, Room 250.

THE INTERVIEW: SOME POINTS TO REMEMBER

Analyze Strengths and Weaknesses

In preparing for an interview, start by doing some solid, honest soul-searching. Analyze your strengths and weaknesses, your background, your academic performance, your vocational interests, and your personal aspirations and values. In other words, begin to formulate, in your own mind, not only what you like to do but also what you feel are best prepared to do.

Read Employer Literature

Next, study your prospective employers. It is imperative that you have some knowledge about their policies, philosophies, products and services. Failure to do your homework before the interview can limit the effectiveness of your interview.

Dress in Good Taste

Although most employers are becoming more liberal in their standards of dress and appearance, let basic good taste be your guide. If a beard or "Alice-in-Wonderland" look is going to jeopardize your chances for a job, that's your decision. With some employers, appearance could be the deciding factor. The question you have to ask yourself is, "How important is it?"

Be Yourself

Your attitude is going to influence the interviewer's evaluation. Don't try to be something you aren't...just be yourself. Emphasize your strong points and remember that the recruiter is looking for inherent personal energy and enthusiasm. The interview is your opportunity to sell a product, and that product is you!

Dwell on the Positive

Try always to dwell on the positive. While past failures and shortcomings need not be volunteered, don't try to cover or side-step them. Should the recruiter ask about them, try to explain the circumstances rather than give excuses or blame others. Remember, he/she is human too...and probably has made a few mistakes. You will create a better impression by being honest and candid.

Ask Questions - When Indicated

If appropriate, ask meaningful questions, particularly if you're not clear about the details of the job, the training program, or other job-related concerns. But don't ask questions just because you think that's what is expected.

Follow-Up

Finally, follow-up on the interview. Provide whatever credentials, references, or transcripts are requested by the prospective employer as soon as possible. Be sure to write down the name, title, and address of the recruiter. You may want to consider a brief typed letter of appreciation for the interviewing opportunity.

Use of Placement Office

These are, of course, only general suggestions and observations. For more detailed and personalized advice, take advantage of the services of the Career Planning and Placement Office.

SAMPLE

RESUME

ROBERT ALLEN JONES
143 Caspian Street
Long Beach, California 90803
Phone: (562) 425-1608

EDUCATIONAL BACKGROUND:

1994 B.A. in Sociology, California State University, Long Beach
1998 Enrolled in MPA Degree Program; completed 12 hours, California State University, Long Beach. Concentration area: Public Works Administration

WORK EXPERIENCE:

Green's Department Store October 1989 to September 1991 (part-time)
550 Brook Street
Garden Grove, CA
Position: Stock Boy

City of Gardena November 1994 to Present
1525 Gardena Blvd.
Gardena, CA
Position: Administrative Intern

EXTRA CURRICULAR ACTIVITIES AND HONORS:

Member, Alpha Beta Tau Social Fraternity
Member, Infra-mural Fraternity Sports
Member, American Society for Public Administration
Student Senator, School of Letters and Science, CSULB
Dean's Honor List - 1992, 1993

GENERAL:

During my undergraduate work, I worked 30 hours per week. I was also active in community projects such as Head Start and Youth Corps. My future goal is to obtain employment in some government administration where my previous training and experience as an intern will be utilized.

REFERENCES:

Dr. Robert P. Starr
Assistant Professor
Political Science Department
California State University, Long Beach

Mr. Robert N. McCabe
Systems Analyst
Douglas Aircraft Company
Long Beach, CA 90813

**GRADUATE CENTER FOR PUBLIC POLICY AND ADMINISTRATION
CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Public Administration Internship Self-Review

Circle your answer below:

**agree
disagree**

- | | | 1 | 2 | 3 | 4 |
|----|--|---|---|---|---|
| 1. | Behave as a responsible and constructive member of the Public Administrative profession.
Cognitive base: Relationships among workers, administrators, pupils and/or members of the community.

Elements of professional ethics; professional courtesy and consideration; management of major and minor professional issues and problems. | | | | |
| 2. | Behave in accordance with legal factors inherent in the profession.
Cognitive base: Public law, collective bargaining, credentials, laws governing legal government, powers of boards, concepts of accountability due process, local initiative. | 1 | 2 | 3 | 4 |
| 3. | Continue a process of self-evaluation and self-improvement in developing the qualities inherent in public administrators. | 1 | 2 | 3 | 4 |
| 4. | Develop ability in the communication process between administrator-citizen, administrator-client, administrator-colleague, administrator-community.
Cognitive base: Human relation skills, communication, operational and interpretive skills including ability to listen. | 1 | 2 | 3 | 4 |
| 5. | Work on the basis of knowledge of cultural differences in communities. Work with understanding in a multiracial community and develop programs that will meet the needs of a bilingual and bicultural citizenry.

Cognitive base: Causes, variation, and identifications of cultural differences and their effects on administrative strategy goals and career planning. | 1 | 2 | 3 | 4 |

Circle your answer below:

**agree
disagree**

- | | | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| 6. | organization environment and atmosphere conducive to motivating and enhancing, learning and facilitating the practice of Public Administration.
Cognitive base: Human relation skills, motivation, how people learn, environmental planning and assessment. | | | | |
| 7. | Diagnose administrative problems.
Cognitive base: Human relation skills, causes, effects and manifestations. | 1 | 2 | 3 | 4 |
| 8. | Direct effective individualized activities in the light of results desired, abilities of staff and differential staff competencies.
Cognitive base: Human relation skills, approach to Public Administration, use of feedback, management support and community resources. | 1 | 2 | 3 | 4 |
| 9. | Show willingness to experiment with new patterns and content of administration, staffing and organization.
Cognitive base: Team and task force approach, automated programs and planning. | 1 | 2 | 3 | 4 |
| 10. | Deal with controversial issues with openness and impartiality at the same time promoting genuine learning and insight into reasons for the controversies.
Cognitive base: Human relation skills, sociology, political science, economics and religion, giving insight that opposing points of view seem valid to the holders of these views. | 1 | 2 | 3 | 4 |
| 11. | Encourage and assist in developing administrative processes to meet the differences in goals, outlook and need of today's public sector. | 1 | 2 | 3 | 4 |

To provide dynamic leadership and develop administrative tools to meet the needs of a bilingual and multiracial community and to work intimately with the community to handle the challenge.

Cognitive base: Human relation skills, psychology, sociology, including factors of alienation frustration, effects of social class, economic status and sub-cultures.

Circle your answer below:

**agree
disagree**

- | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 12. Identify elements of philosophical viewpoints as exemplified in administrative practices and has a coherent personal philosophy of leadership.
Cognitive base: Social Sciences, Philosophy, understanding of philosophical positions and the kinds of values to which they are related and their major influences on Public Administration | | | | |
| 13. Recognize the way in which a given administrative system is related to cultural, historical and economic factors in that community and the aspirations and philosophy of the people.
Cognitive base: comparative public administration, history of community control in relation to social, economic and traditional factors and persistent problems in public administration. | 1 | 2 | 3 | 4 |
| 14. Describe and identify the problems and policies inherent in participation by elected officials in the operation of public sector organization and management processes.
Cognitive base: Public administration practices, philosophical orientation, goals alternative structures and concepts, processes of organization development and supervision. | 1 | 2 | 3 | 4 |
| 15. Describe, compare and discuss the decision making process and arrangements for organization control and financial management of the public sector.
Cognitive base: Public administration practices, philosophical orientation, goals alternative structures and concepts, processes of organization development and supervision. | 1 | 2 | 3 | 4 |
| 16. Provide leadership in solving current problems and analyzing trends.
Cognitive base: Public administration practices, philosophical orientation, goals alternative structures and concepts, processes of organization development and supervision. | 1 | 2 | 3 | 4 |

Circle your answer below:

agree
disagree

- | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 17. Revise and modify objectives and evaluation procedures through these procedures:
Develop procedures and standards for assessing the organizational process; apply a systematic assessment technique to all phases of a public sector program; and select alternatives for inadequate program elements.

Cognitive base: Evaluation studies, including context and process evaluation, systems analysis studies, including feedback and recycling techniques. | | | | |
| 18. Achieve proficiency in oral and written communication.
Cognitive base: Organization theory and behavior, communication, journalism, research methods. | 1 | 2 | 3 | 4 |
| 19. Understand relations with new media and political agencies.
Cognitive base: Budgeting procedures, finance programs, and contemporary issues. | 1 | 2 | 3 | 4 |
| 20. Understanding Public Administration education.
Cognitive base: Skills and knowledge concerning use of management tools and procedures, staff training and development, manpower management and personnel. | 1 | 2 | 3 | 4 |

Appendix A

GRADUATE CENTER FOR PUBLIC POLICY AND ADMINISTRATION PUBLIC ADMINISTRATION INTERNSHIP PROGRAM IN LOCAL GOVERNMENT DATA SHEET

Date _____

In an effort to qualify for internships in various local governmental agencies and to gauge student interest in this area. We ask you go furnish the following information:

1. Name _____ 2. Age _____
3. Address _____ 4. Sex _____
City _____ State _____ Zip _____ 5. Phone _____
6. Student ID Number _____ Work Phone _____
7. Standing in MPA Program:
Accepted _____ No standing as of date of this form _____ Advanced to Candidacy _____
8. Many agencies are particularly interested in ethnic minority interns: Do you belong to an ethnic minority group?
9. If so, which ethnic minority group? _____
10. In which governmental agencies are you interested?
Federal _____ State _____ County _____ City _____ Special District _____
11. Are you a veteran?
Yes _____ No _____
12. Have you served as full time volunteer for groups such as the Peace Corps, VISTA, American Friends, etc.?
Yes _____ No _____

13. Major area of interest: (e.g., general administration, personnel, finance, planning, social programs, health criminal justice, public works, recreation, or other.) _____
14. What do you expect to gain from the internship program?

15. Do you know your responsibilities when you become an intern?
 Yes _____ No _____
16. Special skills: Language, Technical Expertise, etc.

17. How many hours can you work? _____
18. How far will you travel for an internship? _____
19. Would you be willing to undertake the responsibilities of an internship on a volunteer basis?
 Yes _____ No _____
20. Any other comments you wish to make?

Three copies of the following documents should accompany this application:

1. A personal resume (sample attached)
2. A list of courses in public administration or related fields you have successfully completed.

Questions about the internship program should be referred to:

Coordinator, Public Administration Internship Program
 Graduate Center for Public Policy and Administration
 California State University, Long Beach
 1250 Bellflower Blvd.
 Long Beach, CA 90840
 Telephone: (562) 985-4178 or (562) 985-4179

Appendix C

GRADUATE CENTER FOR PUBLIC POLICY AND ADMINISTRATION PUBLIC ADMINISTRATION INTERNSHIP PROGRAM IN LOCAL GOVERNMENT INTERN EVALUATION

Intern Name _____ Date _____
 Agency/Jurisdiction _____ Department _____
 Intern's Major Assignment(s): _____

This evaluation is to be used to assist us in our determination of the intern's performance in your agency. Evaluation should be based on the same standards as are used in evaluating pre-professionals and entry level professional employees at your agency. Please mark the appropriate number in each box:

Outstanding 1-2 Average 5-6 Evaluation 9
 Above Average 3-4 Improvement Needed 7-8

PERSONAL RELATIONS - Ability to get along with others: Effectiveness in dealing with the public and other employees	
WORK HABITS - Attendance, punctuality, application to duties, dependability	
QUALITY OF WORK - Accuracy, thoroughness, organization, quantity, neatness, completion of assignment	
KNOWLEDGE - Extent of knowledge in relation to work produced; knowledge of agency and its "place" in larger society, etc.	
ATTITUDE - Enthusiasm for work, willingness to accept suggestions for work improvement, ability to work within the parameter of job requirements, adaptability to verbal and written instruction	
PERSONAL FITNESS - Integrity, emotional stability, physical condition, personal appearance	
LEARNING ABILITY - Speed and thoroughness in learning procedures, law, rules, and other details, alertness, perseverance	
INITIATIVE AND MOTIVATION - Self-reliance, resourcefulness, willingness to accept and carry out responsibilities	
ABILITY TO ANALYZE PROBLEMS AND FORMULATE SOLUTIONS	
OVERALL RATING (1-8)	

14. What do you consider the intern's most outstanding talent or characteristics?
15. What are the intern's chief liabilities and weaknesses?
16. Were you satisfied with the administrative aspects of the internship program (i.e., negotiation, interview with the coordinator, follow-up etc.)?
Yes____ No____
17. What improvement would you like to see made in the administrative aspects of this program?

Additional comments:

Sponsor's Name_____

Title_____Date_____

Organization_____

Please mail forms to:

Coordinator, Public Administration Internship Program
Graduate Center for Public Policy and Administration
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-4602