

**FINALIST BRIEFING & INTRO**Austin, Texas | spring 2021

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Session	Facilitator	Purpose
Welcome & staff introductions	Erin Fisk	Welcome to Austin training! Cover the agenda and meet the program staff.
Securing an Austin internship	Stephanie Webb	Provide updates regarding the process of intern selections. Describe the basic etiquette of telephone and virtual interviews and what hosting offices are looking for in potential candidates.
Program logistics	Erin Fisk	There are many logistical elements involved with this program with which you will need to become familiar, including academic enrollment, financial aid, billing, health insurance, biographies, thank you letters, and securing housing.
Pre-departure timeline	Erin Fisk	Review the timeline for upcoming training sessions and program deadlines.
Risk management forms	Stephanie Webb	Discuss the risk management form packet.
Student rules & responsibilities	Erin Fisk	As an intern, you are a representative of Texas A&M University. This presentation will cover the rules & responsibilities of students and how they apply to you before and during your internship semester.
Living in Austin	Erin Fisk	What is it like to live in the Live Music Capitol of the World? What should you take into consideration while looking for housing?
Program expectations	Stephanie Webb	Discuss what is expected of interns and of program staff.
Cohort engagement	Stephanie Webb	Start getting to know each other before going to Austin!
Next steps & to-do's	Erin Fisk	Wrap-up housekeeping items and discuss the remaining of the training meetings.

## PROGRAM HISTORY & CONTACT INFO

### Program Contact Information

Contained below is contact information for program staff. Please add these numbers to your phones. Additionally, be aware that staff cell phone numbers are for interns only in the event of emergencies and should not be distributed without prior approval from the individual staff member. Parents, guardians, site supervisors, etc. should use the office contact information only.

	<b>Stephanie Webb</b> <i>Director</i>	<b>Erin Fisk</b> <i>Coordinator</i>
Office Main Line	979-845-3712	979-845-3712
Office Direct Line	979-458-1346	979-845-8094
Cell	512-332-1824	512-680-4936
Email	smcmillen@tamu.edu	erinsfisk@tamu.edu

### Program Office Information

- Physical & mailing address
  - Agriculture & Life Sciences Building
  - 600 John Kimbrough Blvd., Suite 515
  - 2402 TAMU
  - College Station, TX 77843
- Websites
  - ANRP: <http://anrp.tamu.edu>
  - PPIP: <http://ppip.tamu.edu>
- Social Media
  - Twitter: @tamuANRP -and- @tamuPPIP
  - Facebook: /tamuANRP -and- /tamuPPIP
  - Instagram: @TAMUpolicyinterns
- Hashtags
  - #AggiesImpactPolicy
  - #AggiesImpactTexas
  - #AggieInternLife

### About the Programs

Texas A&M University recognizes internships as an integral part of its curriculum, enabling students to participate in structured, supervised learning experiences off-campus. Internships are essential experiences that employers look for from college graduates. The Agricultural & Natural Resources Policy (ANRP) Internship Program and the Public Policy Internship Program (PPIP) are two such opportunities that offer benefits that are unparalleled by other university programs across the nation. By incorporating practical work experience in a professional environment, students are able to build on knowledge from previous coursework and prepare for life after graduation.

ANRP and PPIP participants emerge from their internship semester with knowledge and skills that will distinguish them from their peers. Former interns highlight increased research abilities, a better understanding of complex organizations/systems, and the development of interpersonal communication skills. Most importantly, students learn to understand the policy process through hands-on experience. Program participants see firsthand how a single idea can develop into legislation that impacts their area of interest.

## **Agricultural & Natural Resources Policy (ANRP) Internship Program**

The ANRP Internship Program was established in the spring of 1990 by Dr. Ron Knutson, an agricultural economics professor and then director of the Agriculture and Food Policy Center at Texas A&M University. Dr. Knutson was contacted by Congressman Greg Laughlin, who requested an intern with agricultural and natural resource knowledge who could help his office with these issues. From that single request, the ANRP Internship Program was established.

In its early years the program quickly gained popularity on Capitol Hill because of the quality and aptitude of students selected. This resulted in more offices requesting ANRP interns and more students having the opportunity to benefit from this once-in-a-lifetime opportunity. The well-known reputation that resulted from the Washington, D.C. interns allowed the program to eventually expand to Austin, Texas and most recently, Rome, Italy. Students now serve in legislative offices and state agencies every other year during the Texas legislative session, as well as abroad with the Food and Agriculture Organization (FAO) of the United Nations every semester.

The ANRP Internship Program is proud of its approximately 900 alumni from the College of Agriculture and Life Sciences. Since its inception, the program has enabled students to enhance their knowledge and leadership skills outside the classroom. It has proven invaluable in terms of practical work experience and personal growth, as well as its ability to provide career opportunities for hundreds of intern alumni.

## **Public Policy Internship Program (PPIP)**

PPIP was established in 1999 by Dr. Ray Bowen, then president of Texas A&M. The program trains, places, and supports students in policy-related internships at the state, national, and international levels. These internships are offered every summer, fall and spring semester. The program reports to the Associate Provost for Undergraduate Studies office at Texas A&M University. Over 800 Aggies have been placed in policy-related internships through the program.

### **Vision**

To develop leaders of character dedicated to serving the greater good through policy

### **Mission**

The Policy Internship Programs expose students to the policy process through integrating academic classroom learning with practical application and skill development in a full-time, professional, policy-related work setting. The programs accomplished this through (1) creating and implementing recruiting and marketing strategies to identify and matriculate high-caliber interns, (2) aiding students through the placement process in competitive and challenging policy related hosting offices/organizations, and (3) providing professional training and support before, during, and after their internships.

### **Program Goals & Objectives**

Policy Internship Programs aims:

1. To provide opportunities for students to understand the policy-making process and how it can be applied, and relates to policy in their respective field of study.
2. To enable students to develop personal and professional skills, explore career interests, and expand their professional networks.
3. To provide opportunities for students to evaluate and apply knowledge gained from academic coursework in a professional work environment.
4. To connect hosting offices with student interns who are interested in learning about the policy-process through practical work experience.

## Learning Outcomes

All of the programs' learning outcomes connect directly to [Texas A&M University Undergraduate Learning Outcomes](#). Specifically, as a result of participating in this professional policy internship, interns will be able to:

- 1. *Apply academic knowledge in a professional setting***  
The primary goal of an internship is to provide the student with the opportunity to apply knowledge gained in the classroom to solve real problems in personal and professional settings.
- 2. *Develop professionally relevant competencies and relationships in a professional setting***  
The student works together with the site supervisor to specify how the student plans to sharpen and develop new knowledge, skills, and abilities necessary to serve effectively in a professional policy related setting. Students will use appropriate strategies and tools to represent, analyze, and integrate information while in the internship to develop reasonable positions. Additionally, relationships with the site supervisor and other professionals add to the student's professional network.
- 3. *Gain understanding of and exposure to the public policy process***  
The student is able to learn through formal training and on-the-job experiences the public policy process. The student is able to experience various aspects of the policy process through interactions with the site supervisor and other employees, as well as through interactions and meetings with customers, clients, and/or constituents.
- 4. *Observe a diverse professional organizational culture and gain an understanding of professional etiquette***  
The student begins to understand the dynamics of an organization's culture through observing and reflecting on how decisions are made, how work is structured, how power is shared, how colleagues interact, how an organization's mission/vision are implemented, and to what degree accountability and feedback are present in the organization. This is accomplished in diverse (economic, political, cultural, religious, etc.) contexts. The student also practices proper business etiquette while fulfilling their internship responsibilities.
- 5. *Clarify career goals and personal aspirations***  
The internship experience allows the student to put their knowledge and talents to practical use in preparation for a life of leadership and service to the greater good. The student is able to reflect on the internship experience and make connections between what the student understands about his or her giftedness, and the needs of the profession the student is exploring through the internship experience.

## PLACEMENT PROCESS

The Austin placement process we will be utilizing this year is different than years past due to COVID-19. Essentially, applications and a short introductory video of each student will be sent to all participating offices. From there, offices will review applications and reach out to students who they are interested in to schedule an interview. Students conduct phone/video interviews with offices who then choose which student to offer a position to. Students are free to accept or reject offers.

### Creating a Strong Application

Given that your application packet will be your first impression, we are providing you the opportunity to update your cover letter, resume and essay. The last few pages of this packet include tips on writing a strong cover letter and resume. We strongly suggest all candidates put time into this phase of the process.

## Recording Your Video

Additionally, we are asking each student to submit a brief introductory video, via a YouTube link to be included with their application. No other formats outside of a YouTube link will be accepted. Your video should be no more than 2 minutes long and respond to the following prompts:

- State your name, major and hometown.
- Why are you interested in an internship in the State Capitol?
- What are your career goals?
- What policy issues are you interested in?

Also, in this packet you will find important tips for interviewing with offices. We strongly encourage you to read and implement these tips.

## Accepted & Rejecting Offers

- If you have been offered an internship, strongly consider accepting it!
  - It is okay to ask for a couple of days to make a decision.
- Once you accept an internship, we expect you to stick with it.
- Timeliness is key. It is just as important to let the organization know if you are declining as it is if you are accepting.
  - *Accepting*: Follow up with asking their expectations such as beginning work date, etc.
  - *Declining*: Let them know you appreciate their time but have chosen to pursue another option. Be authentic here.
- Please keep program staff informed of all updates including interviews, internship offers, and when you accept or reject an offer.

## Participation Offices (so far – the list will keep growing)

### Legislative Offices

Representative Trent Ashby  
Representative Cecil Bell  
Representative Brad Buckley  
Representative DeWayne Burns  
Representative Tom Craddick  
Senator Brandon Creighton  
Candidate Jake Ellzey  
Representative James Frank  
Senator Kelly Hancock  
Senator Bryan Hughes  
Senator Lois Kolkhorst  
Representative John Kuempel  
Representative Ben Leman  
Senator Eddie Lucio Jr.  
Representative Jim Murphy  
Representative Andrew Murr  
Senator Jane Nelson  
Representative Tom Oliverson  
Senator Angela Paxton  
Representative Four Price  
Representative John Raney  
Senator Kel Seliger  
Representative John Smithee  
Representative Phil Stephenson  
Representative Eddie Thompson

### Non-Legislative Offices

Texas A&M Engineering, State Relations Office  
Texas Farm Bureau  
Texas Comptroller of Public Accounts

## PROGRAM LOGISTICS

### Academic Credit, Full-Time Status, & Continuing Students

All interns must enroll in Policy Internship Program's academic course during the internship semester regardless of classification or graduation status. The coursework is offered at variable credit; it is up to you as the intern in consultation with your academic advisor to determine for how many hours you will take the program's course.

**ANRP interns** will enroll in AGLS 492 for 0-2 credit hours.

**PIIP interns** will enroll in UGST 492 for 0-3 credit hours.

If you are graduating in December 2020, Erin must first get you classified as a U5 "continuing student" with the Registrar's Office before you may register for the program's course. She coordinates this process with the dean's office within your academic college.

Additionally, Erin must get all interns cleared with the Career Center before you are able to enroll in AGLS/UGST 492. Once you have been approved, Erin will provide you with proper enrollment details (proper section, procedures, etc.). You will then be responsible for adding the course to your schedule prior to the start of your internship.

Interns should note that AGLS/UGST 492 is a graded course and it will affect your GPR accordingly. This goes for recent graduates as well. The course work includes four module assignments, as well as completion of a blog post, learning agreement, final evaluation, and a social media submission.

Enrollment in AGLS/UGST 492 will have you flagged automatically as a full-time student with the Registrar's Office even if you are taking the course for zero (0) hours. *Please note that this is NOT the same as being considered full time for financial aid purposes.*

### Additional Academic Credit

In addition to the AGLS/UGST 492 course, some students gain additional hours that count toward graduation by enrolling in special topics courses and independent studies classes during their internship semester. These courses can be arranged by contacting your academic advisor or professors. However, keep in mind that you will be working at least 40 hours a week. We recommend that you do not enroll in more than six (6) hours total.

### Financial Aid

Financial aid eligibility varies between students. It is the responsibility of each intern to meet with a financial aid advisor to discuss how this program will affect the student's financial aid and scholarship eligibility. *Please note that being flagged full time with the Registrar's Office does not mean that you are considered full time for scholarship and financial aid purposes.* Additionally, in order for your internship credit to be covered by federal financial aid, it must officially be listed on your degree plan.

## Billing

Interns will be billed by Student Business Services (SBS) for the number of hours in which they are enrolled. Use the following steps to determine what your tuition and fees will be for your internship semester.

1. Go to: <http://sbs.tamu.edu/>
2. Click on "Tuition Estimator".
3. Choose what applies to you: "Undergraduate" or "Graduate", "Resident" or "Non-resident" (If you are in between undergrad and grad school at A&M, you choose "Undergraduate").
4. Complete the questions asked. You will need your Tuition Rate Code from the My Finance Tab in Howdy.
5. Look under the column marked Semester Hour "1".
6. Remember, you are registered "in absentia," which means that you will not pay for things like Rec Fee, Health Fee, etc. Subtract these items to arrive at a much more accurate figure of what you will pay.

AGLS/UGST 492 incurs a \$75 co-op fee, even if you take the course for zero (0) hours.

## Health Insurance

Valid health insurance is a requirement for any internship that is sponsored by Texas A&M University Policy Internship Programs Office. There is no required provider of the insurance; however, students must produce a photocopy of their valid insurance card (front and back) or a letter of verification of enrollment.

## Student Biography

Students in ANRP & PPIP are required to write a 150-300-word biography. It should include where the student is from, what they are studying and other applicable work and life experience such as involvement in extra-curricular activities. Students should also include interests and passions that have led them in making decisions for their education and careers. The last piece of the biography should include the career field that the student is pursuing. Students can review past intern biographies on the respective program's website by checking the current intern pages.

## DONOR THANK YOU LETTERS

### How to Write a Thank You Letter

1. **Please, do not include “aggie-isms.”** They already know how proud you are to be a “member of the Fightin’ Texas Aggie Class of 20XX!”
2. **Proofread!** Spell check is your friend, make sure you use it. Once you have finished your letter, print it out and read over it out loud. Make sure you aren’t missing words like “to, that, etc.” It is easy to make a mistake, but sometimes it is difficult for us to catch them (You can even ask a friend or family member to look over your letter). Remember, this is a representation of you, the program, and the university. Make us proud!
3. **Make it personable.** Just because it’s a professional letter does not mean that you have to sound stiff. You don’t have to use overly-formal language and words. They understand that you are students, and they want to hear about you, your accomplishments, and your future goals.
4. **While this is atypical, please do not include your current address or contact information in the letter.**
5. **Sign your letter.** Put only your name at the bottom with your signature above it.

### Sample Thank You Letter

Remember this is a sample letter that is meant to guide you in your writing. You do not have to follow the exact format, but you want to include the key elements that are represented in this letter. Use 12-point, Arial font for your letters. Do not copy this letter or any sentences word for word.

Association of Former Students  
505 George Bush Drive  
College Station, TX 77843-1242

Dear Association of Former Students:

1st paragraph: **“Thank you” is a must!** You must use the **FULL TITLE for the program** (i.e. Texas A&M University’s Public Policy Internship Program)! Mention the **semester and year you will be interning**. Tell them when you are **graduating and what your major is**. Note, majors are not capitalized. **Point out where your hometown is located.**

2nd paragraph: **Write about the organizations you are involved in, your previous/current jobs, and what you have learned from these experiences.** Be sure to tell what your organizations do, as most people aren’t familiar with the A&M campus life.

3rd paragraph: Tell them **what office you’ll be interning with**. Explain **what you hope to gain from this internship, what your future goals are, and how this experience will help you achieve those goals.**

4th paragraph: **Thank them again** for this extraordinary opportunity.

Sincerely,

**(Sign here)**

Jane Doe



## PROGRAM POLICIES & TEXAS A&M UNIVERSITY STUDENT RULES

### Program Policies

All program interns sign the *Intern Code of Conduct* and the *Terms of Participation Agreement*.

Students who participate in Policy Internship Programs become part of the larger community in which they are living and have a responsibility to represent the program and the university in a positive manner. These responsibilities include: acting in a professional manner inside and outside of the office and exhibiting personal behavior that shows cooperation, consideration and respect for others. Violations of any policies may result in disciplinary or program action – warnings may or may not be given. Please note that all determination of violations will be made at the discretion of the program and may or may not involve larger University processes through the Student Conduct Office or Aggie Honor System Office.

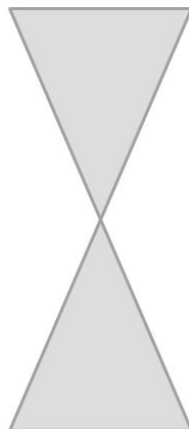
Violation of a regulation may lead to termination of the participant's scholarship and/or loss of academic credit. Program participation may also be revoked if a student's conduct becomes, in Texas A&M University's opinion, harmful to him/herself or to others, or if the student does not meet the expectations of the hosting organization.

### University-Sponsored Programs

The Agricultural & Natural Resources Policy (ANRP) Internship Program and the Public Policy Internship Program (PIIP) are official Texas A&M University programs. . All university student rules apply for the full duration of the internship semester. Ultimately interns represent not only themselves, but the program and Texas A&M University as their conduct has a direct impact (positive or negative) on opportunities for future interns. This includes, but is not limited to, time spent in intern housing, at the hosting office, events outside of "business hours", and personal time.

Policy Internship Program staff will work with the Student Conduct Office and/or Aggie Honor System Office if it is believed that an intern is in violation of the Texas A&M University Student Rules. Possible university consequences may include conduct probation, suspension, and/or expulsion; loss of student leadership positions; loss of scholarships; and/or parental notification if the student is under the age of 21 (alcohol-related offenses). Interns should familiarize themselves with the university's academic, student life, and student grievance procedures, located at <http://student-rules.tamu.edu>.

## COVER LETTERS



## STAR Paragraphs

- ❖ **S**ituation
- ❖ **T**ask
- ❖ **A**ction
- ❖ **R**esult / Reflection

All cover letters should be **specific** to each job you apply for. Form letters are easy to spot and unimpressive. While one or two paragraphs may be the same, it is important that to highlight characteristics that are unique to each position. **Look at the job description** and pick out key terms and skills to incorporate in the cover letter.

Some organizations use scanning software to pick up on buzz words, so be strategic!

Here is how a cover letter can be organized:

**1<sup>st</sup> Paragraph:** Who are you? What are you applying for? Why are you applying? Describe an accomplishment. How did you find out about the position? When are you available to work?

*Ex: I am a (major) undergraduate student at Texas A&M University. I learned about this opportunity through .... The (specific field of interest) interests me because... and I am seeking an internship opportunity with the (company) during the (spring, summer, fall) (year) semester.*

**2<sup>nd</sup> Paragraph:** Work experience; extracurriculars; why you're qualified; how this pertains to your future goals?

- Research, previous internships, seasonal employment
- What skills did you develop and what did you learn?

**3<sup>rd</sup> Paragraph:** Talk about one specific experience that highlights a skill (use S.T.A.R. method) and/or discuss your future career goals/interests.

*Ex: In [name situation], I was tasked with [explain task]. I [explain what action you took]. As a result, [what was the outcome]. This experience highlighted my ability to... OR From this experience, I learned...*

**4<sup>th</sup> Paragraph:** Discuss the specific department you want to work for (& why) and what you hope to gain from the internship. Express thanks for their consideration, interest in an interview, and contact information.

Some cover letters can be shorter but remember to be detailed when explaining your skills and experience. Don't just say what skills you have, explain how you used or developed them. Try to avoid starting too many sentences with, "I." Mix it up.

Skill keywords	Results-oriented keywords	Recognition keywords
"wrote," "analyzed," "quantified," "planned," "programmed," "designed," "created," "built," "taught," "trained"	"increased," "reduced," "redesigned," "upgraded," "initiated," "implemented," "reformulated," "generated," "produced"	"honored," "awarded," "promoted," "selected," "lauded for," "received a bonus for," "recognized," "chosen," "credited"

Keywords from: [thebalancecareers.com](http://thebalancecareers.com)

## RESUMÉS

- **One 8.5" x 11" page** using Arial, Calibri, Times New Roman, Cambria, Garamond, or Arial Narrow font (resumés for graduate students can be 2 pages)
- **Font size** should be between 11- and 12-point font. 10-point may be acceptable for larger/wider fonts like Arial.
- Your **name** should be between 14- and 16- point font
- **Margin size** will vary between .7" and .9" (all 4 sides) depending on space needed.  
Narrow margins on all sides are not recommended.
- Review **resumé templates** available on <http://careercenter.tamu.edu>.
- When sending electronically or uploading, save your **resumé** as a **PDF**

### Content

An online study found that on average, hiring managers may only spend **six (6) seconds** reviewing each resumé. Make sure to provide your information in a clear, concise, and logical manner.

- **Organize the sections** on your resumé, and the bullets within an experience, in order of relevance, listing the most important, marketable categories/information first.

### Organization

Here are a few examples how previous students have organized various sections of their resumés. Your organization will depend on what skills and experience you want to highlight. At this stage, the first three headings will always be **Name, Contact Information, and Education**.

Full N. Ame Address   City, State   Phone   Email
<b>Education</b>
<b>Work Experience</b>
<b>Leadership</b>
<b>Activities</b>
<b>Honors</b>
<b>Skills</b>

Full Name Address City, State Phone Email
<b>Education</b>
<b>Leadership</b>
<b>Work Experience</b>
<b>Skills</b>

Full Name Address City, State Phone Email
<b>Education</b> <small>(study abroad or exchange program)</small>
<b>Work Experience</b>
<b>Activities or Leadership</b>
<b>Honors and Awards</b>
<b>Language</b>

## Sections May Include

- **Experience**—categories include Work, Relevant or Volunteer Experience; use your bullets to highlight what you learned, accomplished or gained. Include results, the name of the company and location as well as your position and dates of employment.
- **Leadership** – Fish Camp, Corps of Cadets, SGA, tutoring, positions in student organizations, etc.
- **Activities** – clubs, sports teams, honor society, The Big Event etc.
- **Honors or Awards** – scholarships, conference participation
- **Relevant Coursework**—typically listed after Education section – list classes that are relevant to the internships to which you will be applying.
- **Skills**—computer and technological, including proficiency level
- **Languages**—include skill level (ex. fluent in Spanish-speaking, reading, writing)
- **Study Abroad**—typically listed after Education section

## Building a Bullet

- Start with an **action verb** in the correct tense (past or present). Do not use “ing” verbs.
- Identify:
  - What you did (the **purpose**)
  - How you did it (the **method**)
  - Why you did it (**action**)
  - What you **learned**
  - What you **gained**
  - What you **accomplished**
- Focus on your contributions (the **results**) to your employer and **transferable skills** gained
- **Quantify!** When using numbers, always show them in their number form.

### What are transferable skills?

They are tools gained from experiences that can be applied to many different situations. Some call them ‘portable’ skills because you can take them from one job to another.

- These skills may be: analysis, critical thinking, creativity, teamwork, leadership, communication, flexibility, clerical

### All experience is good experience!

How should I frame my experience?

- Sport teams: teamwork, communication
- Retail: customer service, organization
- Clubs: planning, leadership, interpersonal skills

The bullet points are where you can make yourself stand out from other applicants. Avoid using this space to simply list out your job duties. For example, an administrative assistant will likely have similar duties in most offices. Rather than outlining some of the more common tasks, use this valuable space to highlight your **accomplishments** in the role and to **quantify** your experience.

<b>Good</b>	Responsible for the maintenance and organization client files used by the director of department X.	This example isn't bad, but it doesn't showcase the applicant's skills.
<b>Better</b>	Improved staff filing system by creating a new method for organizing more than 2,000 client documents, thereby saving valuable time for the department.	This is better because it is more descriptive, and it quantifies the experience. Examples of problem solving are great to include in resumés.

## ACTION VERBS

### General Achievements

Accelerated	Discovered	Expedited	Mastered	Reduced
Achieved	Doubled	Founded	Originated	Spearheaded
Attained	Earned	Improved	Overcame	Strengthened
Completed	Eliminated	Increased	Overhauled	Transformed
Convinced	Expanded	Launched	Pioneered	Upgraded
				Won

### Management Skills

Administered	Coordinated	Handled	Organized	Revitalized
Analyzed	Decided	Implemented	Oversaw	Scheduled
Assigned	Delegated	Improved	Planned	Spearheaded
Attained	Developed	Increased	Prioritized	Strengthened
Chaired	Directed	Inspired	Produced	Supervised
Conceived	Encouraged	Led	Recommended	Transformed
Consolidated	Evaluated	Managed	Reorganized	
Contracted	Executed	Motivated	Reviewed	

### Communication Skills

Addressed	Defined	Interpreted	Promoted	Summarized
Arbitrated	Developed	Lectured	Proposed	Translated
Arranged	Directed	Mediated	Publicized	Wrote
Authored	Drafted	Moderated	Published	
Co-Authored	Edited	Motivated	Reconciled	
Collaborated	Enlisted	Negotiated	Recruited	
Corresponded	Formulated	Persuaded	Resolved	
Counseled	Influenced	Presented	Spoke	

### Technical Skills

Clarified	Diagnosed	Inspected	Published	Summarized
Collected	Evaluated	Interpreted	Reported	Surveyed
Compiled	Examined	Interviewed	Researched	Systematized
Critiqued	Extracted	Investigated	Reviewed	
Detected	Identified	Organized	Studied	

### Research Skills

Analyzed	Designed	Maintained	Remodeled	Upgraded
Assembled	Devised	Operated	Repaired	
Built	Engineered	Overhauled	Solved	
Calculated	Fabricated	Pinpointed	Trained	
Computed	Installed	Programmed	Troubleshoot	

### Creative Skills

Acted	Developed	Innovated	Pioneered	Streamlined
Composed	Directed	Instituted	Planned	Structured
Conceived	Discovered	Integrated	Produced	
Conceptualized	Established	Introduced	Revised	
Created	Fashioned	Invented	Revitalized	
Customized	Founded	Originated	Set Up	
Designed	Illustrated	Performed	Shaped	

### Teaching Skills

Adapted	Coordinated	Explained	Lectured	Team-Taught
Advised	Defined	Facilitated	Persuaded	Trained
Clarified	Developed	Guided	Presented	Tutored
Coached	Enabled	Informed	Set Goals	Updated
Communicated	Encouraged	Initiated	Stimulated	
Conducted	Evaluated	Instructed	Taught	

### Clerical Skills

Approved	Compiled	Implemented	Prepared	Specified
Arranged	Dispatched	Inspected	Processed	Systematized
Assembled	Edited	Listed	Purchased	Tabulated
Catalogued	Executed	Monitored	Recorded	Validated
Classified	Filed	Operated	Retrieved	
Collected	Generated	Organized	Screened	

### Financial Skills

Adjusted	Audited	Computed	Managed	Reduced
Administered	Balanced	Developed	Marketed	Researched
Allocated	Budgeted	Estimated	Planned	Sold
Analyzed	Calculated	Forecasted	Projected	
Appraised	Compared	Increased	Reconciled	

### Helping Skills

Aided	Demonstrated	Gave	Referred	Supported
Assessed	Diagnosed	Guided	Rehabilitated	Taught
Assisted	Educated	Helped	Reinforced	Trained
Clarified	Encouraged	Inspired	Represented	Verified
Coached	Expedited	Motivated	Resolved	
Consulted	Facilitated	Participated	Served	
Counseled	Familiarized	Provided	Strengthened	

## PHONE INTERVIEWS

Normally, internship supervisors will email to set-up a phone interview after receiving your application packet from the program. Scheduled interviews can last anywhere from 15 minutes to one hour.

Keep in mind that any contact you have with the internship supervisor is part of the decision-making process and all interactions will affect how you are perceived.

### How to Prepare

- Voicemail or answering machine –make sure your outgoing message is professional and gives identifying information, so the supervisor knows he/she has reached the correct person.
- Choose a place to conduct the phone interview without distractions (if you have roommates you may want to give them notice).
- When using a cell phone, make sure you can get a good signal in the chosen location.
- Check that cell phone batteries are charged.
- Turn off call waiting.
- Keep your resumé and the internship description in clear view (possibly tape it to your desk or a wall).
- Make a short list of accomplishments/things you think the employer should know about you that makes the connection between your skills and the position.

- Have pen and paper ready to take notes on questions and answers immediately after the phone interview.
- Practice through a mock interview, tape recorder, mirror, or with a friend.

#### **Anticipate the Interview**

- Research the organization.
- Review potential interview questions and come up with possible answers using examples.
- Prepare questions to ask the interviewer-ALWAYS ask questions.

#### **During the Interview**

- Get dressed and cleaned up for the phone interview – feeling like a professional will help you convey confidence.
- Posture will affect how you sound - sit up or stand while conducting the interview.
- Smiling can affect how you come across; speak clearly and enunciate.
- No food/drink/gum/sneezing or coughing.
- If you are having difficulty hearing the employer, let him/her know.
- Show that you are enthusiastic about the organization and the position.
- Build rapport with the interviewer, be yourself, but always remain professional.
- Follow employers' cues and don't ramble to fill silences.

#### **Successful Phone Interview – Summary**

- Be on-time for the call. Plan time to set-up your materials before starting the interview.
- Demonstrate connection between your skills and the position.
- Answer questions thoroughly, demonstrating you have done your research and are prepared.
- Communication skills show that you are articulate and conduct yourself professionally.
- Develop rapport with supervisors and demonstrate sincere interest in the position.

### **ADDITIONAL EXPECTATIONS**

- Prompt responses to staff regarding your application packets
- Professionalism in attire, actions, and communication
- Communication should be open, honest, and timely
- Respect of staff, offices, and peers
- Accountability for attendance, participation, and responsibilities