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**Experience Industry Management**

**Internship Manual**  
**RPTA 463 & RPTA**  
**465**

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*Experience Industry Management Dept.  
California Polytechnic State University  
San Luis Obispo  
Fall 2017*

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# Chapter 1: Your Internship – Strategies for Success

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# RPTA 465 Course Outline

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## ***Catalog Description***

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RPTA 465 Internship (6)

400 hours of full-time concentration-specific practical work experience over a ten-week period in an approved agency. Comprehensive involvement in organization program. Credit/No Credit grading only. Prerequisite: Minimum GPA of 2.0; 1,000 verified hours of advisor-approved paid and/or voluntary experience subsequent to high school; completion of all university course work other than Internship; approval of Internship Coordinator.

## ***Expected Outcomes***

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1. Apply entry-level knowledge of professional practice in decision making about professional policies, procedures, practices, techniques, and related ethical and professional issues. (7.01.03)
2. Apply entry-level concepts, principles, and procedures of management/administration to a specific setting. (7.03:02)
3. Use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation. (7.03:02)
4. Complete a comprehensive internship of 400 hours of full-time working for a professional recreation related Organization. (7.04)

To achieve the stated learning outcomes, the students will engage in activities that require them to:

1. Identify current issues, trends, and problems affecting contemporary recreation and leisure service agencies.
2. Evaluate the need for study and investigation of contemporary recreation and leisure services.
3. Define those concepts from prior learning that should provide the philosophical basis for future action in the field.

4. Evaluate and interpret the essential aspects of current trends, issues, and problems of recreation and leisure.
5. Design an appropriate method for investigating or evaluating the impact of selected trends, issues, or problems affecting contemporary recreation and leisure services.
6. Prepare and present oral and written reports of the results of individual and/or group study of a significant aspect of contemporary recreation and leisure services
7. Demonstrate ability in adapting to the role of the professional.
8. Meet and interact with professionals in the field.
9. Recognize the role of professional organizations as a function of professional development.
10. Describe, in writing, how the skills and competencies of the recreation professional can be utilized in the world of work.

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**Text & References**

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Text: Recreation, Parks, and Tourism Administration Internship Manual - RPTA 465

Online materials: RPTA 463 & RPTA 465 Forms (available at <http://www.rpta.calpoly.edu>)

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**Minimum Student Materials**

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Notebook

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**Minimum College Facilities**

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Library, Library Computer Lab

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**Expanded Description of Content**

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1. Productive work experience in professional field setting.
2. Identification and evaluation of issues, trends, and problems encountered in the internship.
3. Participation in professional organization meetings and conferences.

4. Identification, selection, investigation and presentation of the results of study of the current issues, trends, and problems of recreation and leisure services agencies and organizations.
5. Organization information
  1. History of the Organization
  2. Administration of Organization
  3. Personnel policies
  4. Finances
  5. Areas and facilities
  6. Program
  7. Advertising/Marketing
6. Career preparation
  1. Survey of current job market
  2. Resume writing
  3. Civil Service and other examinations
  4. Oral boards and job interviews
  5. New employee status

### ***Method of Instruction***

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- A. Pre-service orientation and training (RPTA 463)
- B. Practical experience - on the job training
- C. Individual conferences
- D. Observational visits by internship advisor and meetings in field with Organization supervisor and student.
- E. Organization agreement:

An agreement is made by the student, the RPTA Internship Coordinator, and a qualified professional employed in a business, Organization or organization where the professional is willing to act as a supervisor to the student and provide the following services:

  1. Provide a situation in which the student may work, learn, and grow.



2. Interview and screen students before acceptance.
3. Assist in developing a job description of duties to be performed.
4. Provide supervision and training on the job.
5. Assist in selecting a special project and offer guidance in implementing the project.
6. Evaluate student's work performance.
7. Consult with Recreation, Parks, and Tourism Administration faculty (Internship Advisor) about student's performance.
8. Offer recommendations about the Internship program.

### ***Requirements for Internship Credit***

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1. Successful completion of 400 hours of work at ONE approved organization during the internship quarter.
2. Bi-Weekly Internship Reflection reports (4)
3. Final Written Evaluation report (1)
4. Oral reports/Conference meetings (1 to 2)
5. Mid- and End-of-Quarter evaluations by Organization supervisor

**All items must be completed to receive credit for the internship experience.**

# Purpose

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The mission of California Polytechnic State University, San Luis Obispo is to provide both theoretical components of education as well as practical application of these theories in realistic settings. In support of this mission, the Recreation, Parks, and Tourism Administration (RPTA) curriculum requires an internship program where students bridge course related theory with practical challenges in a variety of leisure service delivery systems. In addition, RPTA has been accredited by the Council on Accreditation of the National Recreation and Park Association with the requirement that all students complete a 400-hour internship experience to prepare students for their professional careers. As a structured educational experience, the internship is a collaborative effort between the student, internship Organization, and the department; it helps students develop realistic expectations about securing employment in the recreation, parks, and tourism field after graduation.

## ***Student Eligibility***

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To be eligible for the RPTA 465 Internship, students must, by the end of the quarter prior to their internship:

- Complete 1,000 verified hours of advisor-approved paid and/or voluntary experience subsequent to high school
- Complete all degree required course work other than the Internship
- Achieve a Cal Poly and higher education grade point average of 2.00
- Receive approval from the Internship Coordinator

In addition, students will pay university registration fees to enroll in RPTA 465: Internship for 6 units of academic credit. RPTA 465 is graded on a credit/no credit

basis. It is possible for students to participate in commencement events the quarter prior to enrollment and completion of RPTA 465.

## **Objectives**

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### **Student Internship Objectives**

The internship experience allows students to transition from their student role to a young professional. The internship experience shall involve professional level work activities that are appropriate for students and internship agencies to allow students to:

1. Engage in on-the-job application of classroom theories and techniques.
2. Gain an understanding of professional level roles, duties and responsibilities.
3. Develop and apply basic concepts of management to aid in the development of planning, organization, and leadership skills.
4. Undertake challenging and stimulating tasks that entail a significant contribution to the quality of life for persons served by the Organization.
5. Identify strengths and weaknesses of professional behavior such as, but not limited to, the ability to think critically and creatively, communicate effectively, and develop productive working relationships.
6. Transition to the professional world gradually, under competent supervision and guidance.
7. To interact with and learn from professional practitioners in their respective areas of expertise.
8. Evaluate the leisure services field as a professional career option.

### **Organization Objectives**

The internship organization may be a private, commercial, public, or non-profit organization that offers services, programs and/or products related to the recreation, parks, and tourism profession. In addition, the organization must have the staff and organizational structure to provide the necessary training and expertise to prepare the student for their chosen professional career. The internship experience will allow for the organization:

1. To provide organization practitioners the chance to provide expertise relative to theory and practice presented in the classroom setting.
2. The opportunity to improve in-service training for permanent employees.
3. To survey and evaluate prospective employees.
4. Enhanced ability to serve clientele through the contributions of the intern.
5. To establish cooperative relationships which extend beyond the Internship program.
6. To compare in-class preparation of the student with current practice in the organization.
7. To be a partner in the preparation of future leisure service professionals.

### **Curriculum Objectives**

The internship experience provides for the direct application of classroom knowledge to allow the student to develop and/or strengthen necessary professional competencies. As a component of the curriculum, the experience will:

1. Provide a laboratory setting for the testing and application of theoretical models.
2. Strengthen the educational process of preparing future professionals.
3. Assist in the development of cooperative working relationships between educators and practitioners.
4. Offer a means of assessing the quality and relevance of classroom courses.
5. Provide an opportunity to evaluate the student in their professional development.
6. Facilitate sharing of resources and pursuit of common goals with professional agencies and institutions and inform faculty of issues, problems, and innovations of professionals in the field.
7. Address the educational concern of the curriculum as the preparation of people to advance within the realm of the profession.

At the end of the internship experience, it is expected that students will achieve the following learning outcomes:

1. Demonstrate entry-level knowledge of the profession.
2. Apply professional skills and meet performance standards of the profession.
3. Demonstrate the ability to design, implement, manage, and evaluate recreation programs and services.
4. Understand and apply entry-level management concepts and skills required of the profession.
5. Integrate theoretical knowledge with practical application in professional environment.

# Definitions

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## ***Prerequisite Experience***

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Prior to enrollment in RPTA 465, students will complete 1,000 hours of paid and/or volunteer experiences in an organization, business, or organization that provides leisure products and/or services. These experiences are subject to the following requirements:

1. The hours begin accumulating after high school graduation.
2. The experiences must be verifiable by Organization supervisor and phone number listed.
3. The hours must be completed prior to the start of the internship.
4. The experiences must be appropriate to career development in Recreation, Parks, and Tourism Administration.

Students are encouraged to seek a variety of experiences such as Directed Field Experience (RPTA 330), part-time jobs, summer employment, course labs of a service nature outside the classroom, an officer in the major's clubs, member of a relevant committee, or facilitator of some type of leisure services community-based special event.

## ***Internship***

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A one-quarter 400 hour experience in the recreation, parks, and tourism profession, which involves the practical application of the curriculum. All RPTA students are required to complete the 6 unit course during their last quarter of enrollment to complete the overall degree requirements. (See current Catalog course description.)

## ***Organization***

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The internship organization may be a private, commercial, public, or non-profit organization that offers services, programs and/or products related to the recreation, parks, and tourism profession.

## ***Organization Supervisor***

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An on-site staff member designated by the organization to provide the student intern orientation, guidance, direction, and evaluation throughout the internship.

## ***Internship Advisor***

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A RPTA faculty member who is specifically assigned to the student to monitor progress during the course of the internship and assign the internship grade.

## ***Internship Coordinator***

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A RPTA faculty member who is designated to oversee and facilitate the entire internship operation.

## ***Organization Information and Approval Form (Form B)***

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A document outlining major goals and tasks to be accomplished by the student during the internship. The goals and tasks are negotiated by the Organization Supervisor with the student, then approved by the Internship Coordinator. This document, once approved, constitutes an agreement by the organization, the student, and the university to validate and facilitate the implementation and operation of the internship. (See Form Section)

# Responsibilities

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## ***Student Responsibilities to University***

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1. Enroll in RPTA 463 two quarters prior to enrollment in RPTA 465.
2. Complete all required paperwork, as outlined in this manual, within the specified time frame.
3. Develop Organization Information and Approval Form (Form B) with Internship Organization Supervisor and submit to Internship Coordinator for approval.
4. Attend Pre-Internship meeting during the 8<sup>th</sup> or 9<sup>th</sup> week of the quarter prior to enrolling in RPTA 465.
5. Pay registration fees and enroll in RPTA 465 once permission number has been received from the Internship Coordinator. Must be officially enrolled in order to receive academic credit for the experience.
6. Maintain contact with internship advisor through bi-weekly summary reports and periodic conference calls. Contacts the faculty Internship Advisor immediately if a situation warrants special attention.
7. IMMEDIATELY notify the Organization supervisor, and Internship Advisor, in writing, either by letter or email message, if the Internship cannot be commenced or completed at the assigned organization. Reasons for terminating the Internship opportunity or the Internship must be stated in the communication. An attempt should first be made to discuss the issue over the telephone with the student's internship advisor before finalizing such a decision.
8. Arrange all three-party phone conference calls and/or on-site evaluation meetings with internship advisor, intern, and organization supervisor.
9. Complete and submit all internship reports as specified in the guidelines in this manual.

## ***Student Responsibilities to Organization***

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1. Provide the organization supervisor with a copy of the Internship Overview document. The document is available on the RPTA Internship webpage.



2. Review all organization forms, policies, and procedures with organization supervisor.
3. Develop the Organization Information and Approval Form (Form B) with the organization supervisor and obtain the necessary signatures.
4. Behave as an organization staff member and perform all duties within the policies and expectations of the organization.
5. Be professional yet personable at all times.
6. Dress according to the specific dress code(s) expected in the organization.
7. Strive toward higher levels of personal and professional growth.
8. Complete the goals and tasks outlined in the Organization Information and Approval Form and the 400 internship hours as scheduled by the organization.
9. Provide the organization with copies of all projects completed while serving as an intern.

### ***Academic Advisor Responsibilities***

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1. Provide guidance and assistance in the student's internship site identification, selection, and organization contact process.
2. Assist the student in setting realistic goals and objectives

### ***Organization Supervisor Responsibilities***

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1. Help the student develop the Organization Information and Approval Form (Form B) and develop internship goals and tasks based upon the student's specific needs.
2. Complete and sign the Organization Information and Approval Form (Form B).
3. Provide the best possible environment for working and learning.
4. Provide the intern with a complete orientation to the organization.
5. Review, note comments on, and sign all bi-weekly summary reports.
6. Assume shared responsibility with the University's internship advisor for relationships between the University and the organization in regard to the internship.

7. Prepare a mid-quarter and final evaluation using Form D and Form E.
8. Confer with the student regularly as to his/her progress.
9. Notify the student and the internship advisor immediately if a situation warrants special attention.
10. Meet with the Internship Advisor to discuss the Intern's work performance.
11. Recognize that the student is in a learning role as well as a working role.

### ***Internship Advisor Responsibilities***

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1. Maintain open communication with the student and the organization supervisor so that any problems can be handled effectively and on a timely basis.
2. Serve as a resource person for the student and organization supervisor.
3. Confer with the intern and organization supervisor, including on-site visits/telephone conferences, to assess the intern's progress.
4. Evaluate all internship reports and provided appropriate feedback to the intern and organization supervisor.
5. Remove the intern from an organization when either the intern or the organization is not presently suited to the Internship program.
6. Determine the final grade of the intern with input from organization supervisor.
7. Bring policy and procedural concerns and suggestions about Internship Program to Internship Coordinator's attention.

### ***Internship Coordinator Responsibilities***

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1. Revise Internship Manual as needed.
2. Control manual inventory at El Corral Bookstore when necessary.
3. Act as liaison with campus Career Center.
4. RPTA 463: Pre-Internship Seminar instructor.
5. Coordinate and conduct Internship meetings.
6. Review and approve Internship Applications (Form A).
7. Maintain internship application records and files.

8. Review and approve appropriate application materials. Process and expedite paperwork required to facilitate student's placement in the Internship program. Sign Organization Information and Approval Form (Form B).
9. Consult with the Recreation, Parks, and Tourism Administration Department Head to assign Interns to Internship Advisors.
10. Provide the Recreation, Parks, and Tourism Administration Administrative Assistant with the quarterly Internship Placement and Faculty Internship Advisor information.
11. Oversee duties of the Recreation, Parks, and Tourism Administration Administrative Assistant as they relate to internship issues.
12. Serve as a liaison between community agencies and the Recreation, Parks and Tourism Administration Program on issues related to internships.

**All responsibilities with specific deadlines are outlined in the Course Requirements  
Time Frame**

# Meetings

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## ***RPTA 463: Pre-Internship Seminar***

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Students enroll in RPTA 463 - Pre-Internship seminar two quarters prior to enrollment in RPTA 465. The purpose of RPTA 463 is to address the internship requirements, search process, interview skills, and development of the Organization Agreement form and internship guidelines and procedures.

## ***Pre-Internship Meeting***

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Students attend the Pre-Internship meeting held during the 9th week of the quarter, immediately preceding the quarter of internship. The student must submit completed Form B, and discuss goals, procedures and expectations of the internship experience.

## ***Internship Evaluation Meetings***

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During the internship quarter, the student will initiate at least one evaluation meeting involving the Intern, the Organization Supervisor and the university's faculty Internship Advisor. The initial evaluation meeting is to be scheduled during the mid-point of the Internship experience. As requested by the Internship Advisor, an exit evaluation meeting may be required at the conclusion of the experience during the 9th or 10th week of the experience. The agenda for these meetings include a discussion of:

1. The intern's progress as it relates to the Organization Information and Approval Form;
2. The mid-quarter evaluation and on-site facility and/or program observations;
3. The final evaluation of intern's performance;

4. The Intern's paperwork and reports;
5. Future internship placements at the organization.

Format of the meeting depends on limiting factors:

1. Distance of the organization from the University and;
2. Budget available for travel.

The following will be the general expectations if the organization is:

Inside the 50-mile radius from campus:

1. Phone conferences, as needed, can be initiated by the student, the organization, or the University.
2. The student will make arrangements for one or two on-site visits by his/her assigned internship advisor. The first meeting will be held in the 5th or 6th week of the quarter. If required, the second meeting will be held in the 9th or 10th week of the quarter.

Outside the 50-mile radius from the campus:

1. The student will initiate arrangements for a mid-quarter (5th or 6th week) three-party telephone conference by contacting the internship advisor during his/her office hours, with the organization supervisor present, to coordinate calendars, and set an appropriate date and time for the conference call.
2. The student will also initiate the conference call at the previously arranged date and time.
3. As decided by the Internship Advisor, if a second meeting or conference call is required, the student will make arrangements during the 9th or 10th week of the quarter.

# Application & Registration

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## ***Attend Introduction to Internship***

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An introduction to the Internship program will be presented in RPTA 110 - Career Planning in Recreation, Parks, and Tourism.

## ***Enroll in RPTA 463 - Pre-Internship Seminar and Complete the Application Form:***

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Enroll in RPTA 463 two quarters prior to the internship experience. During RPTA 463, students will complete the Internship Application Form (Form A). Gather the required items outlined in the application form. All documents are to be placed in a file folder, labeled with your name and internship quarter. The application file is to be turned in to the Internship Coordinator for review and approval. Form A and all other internship forms are available on the Recreation, Parks, and Tourism Administration website as well as the PolyLearn website for RPTA 463.

## ***Develop Organization Information and Approval Form (Form B)***

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Upon selection of internship site, work with organization supervisor to develop the Form B to include a list of goals and tasks to be accomplished during the internship experience. The goals are learning outcomes statements that address the skills, abilities or knowledge to be obtained during the internship. Each goal statement is to be supported by at least one task statement to identify the duties required to successfully achieve the goal.

The document is to be signed by the organization supervisor, the student, and the Internship Coordinator. Students will not be allowed to enroll in RPTA 465 until this form is approved by the Internship Coordinator.

### ***Attend Pre-Internship Meeting***

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During the quarter immediately preceding the quarter of internship, students are to attend a Pre-Internship Meeting. During this meeting, the internship requirements, procedures and expectations will be reviewed.

### ***Registration***

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Upon approval of the Organization Information and Approval Form (Form B) by the Internship Coordinator, students will be assigned a Faculty Internship Advisor and provided a permission number to enroll in RPTA 465. Typically, students do not enroll until the start of the internship quarter. Registration fees are to be paid prior to enrolling. Only those students who are officially enrolled in RPTA 465 will receive academic credit for the internship experience.

# Site Selection

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## ***Assess Professional Direction***

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Selection of an internship site comes after an assessment of many personal and professional needs, interests and goals. While enrolled in RPTA 463 completion of the Internship Application Form should help students clarify what to look for in their internship experience as well as in their professional career. (See an example of a personal assessment survey in the RPTA 463 Handouts Section.)

## ***Meet with Internship Coordinator***

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During RPTA 463 students will meet with the Internship Coordinator to accomplish the following:

1. Review your application materials
2. Discuss internship site needs and your particular objectives
3. Discuss placement selection procedures
4. Review internship eligibility

## ***Research Potential Sites***

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In conducting the research for an appropriate internship assignment, utilize several of the following resources:

1. Discussions with Academic Advisor, faculty, and other students (the RPTA Jobs Blog)
2. Resource files located in faculty offices and elsewhere
3. Contacts with organization personnel at professional meetings and conferences
4. Classified ads (in print, online) to develop an awareness of potential professional position ideas; and
5. The internet for organization information and internship data



6. Resource files, databases, and books available from Career Services
7. Professional organization websites for potential contacts or other resources

### ***Review Organization Criteria***

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Students may prefer to develop a new organization placement but, in doing so, should keep in mind some basic criteria:

1. The organization must be a recognized provider of recreation, parks and tourism services or products;
2. The staff must have the professional and/or technical background necessary to supervise undergraduate students in the field;
3. The immediate organization supervisor must have been in that organization's employment for at least one year;
4. The organization must be deemed eligible by Recreation, Parks, and Tourism Administration faculty and approved accordingly;
5. The organization must be able to offer a well-rounded series of experiences that cover the following areas:

Administrative and Supervision - The student should observe and participate as appropriate in policies and practices of the organization. This would include the legal status of the organization, budgeting and record keeping procedures, personnel and supervisory practices, management functions, strategic planning, and the culture of the organization.

Programming and Leadership - The student should be exposed to a broad array of program activities and services characteristic of the organization; in addition, he/she should have the opportunity to assume a leadership role in planning and implementing various types of programs and to facilitate experiences for diverse clientele.

Facilities Planning and Operations - The student should become familiar with physical facility planning and operations. This would include exposure to long-range planning of physical facilities as well as the layout, operation, and maintenance of facilities, equipment and supplies for everyday use in the provision of visitor and customer services.

Other Experiences - The student should gain experience in dealing with public relations and become familiar with its related techniques, issues

and problems; attend board/commission and other community meetings dealing with recreation and visitor services; and perform tasks of a routine business nature.

### ***Identify Potential Sites***

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Once a list of potential sites has been made, try to narrow the list of possible choices by asking:

1. Does the organization offer a variety of assignments which allow for experience in the areas of program planning, leadership, supervision and management?
2. Will the organization offer a unique and comprehensive experience from other any other organization or from the student's prior experiences?
3. Is this an approved organization, business, or organization that affords reasonably good learning and employment potential for the recreation, parks, and tourism administration career?

### ***Contact Potential Sites***

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Students should contact at least two possible internship agencies and discuss the Internship program with appropriate organization personnel. There are several methods to contact potential internship agencies, such as letter, email, by telephone, or through networking situations by attending professional meetings or conferences. Regardless of the contact method, at minimum the organization should be provided with a resume, along with an email message or cover letter with a summary of the student's interests and skills, along with the internship requirements. (See examples for cover letter in the Samples Section.)

Follow-up interviews may be necessary before the final selection is made. Remember, the organization is scrutinizing you, too.

### ***Select the Internship Site***

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When you and an organization verbally agree on an internship placement, provide the organization supervisor with a copy of the Organization Internship Manual, available on the Recreation, Parks, and Tourism Administration website, for future reference and then begin completion of the necessary paperwork. Meet with the organization supervisor to:

1. Develop the first draft of the Organization Information and Approval Form (Form B);
2. Review this manual, especially the Course Outline, the Course Requirements and related time frame.

### ***Gain Internship Site Approval***

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The Internship Coordinator will review the draft of the Organization Information and Approval Form (Form B) and give approval for a final typing and routing for signatures. This approval will be based on:

1. Appropriateness of the proposed experience and the student's strengths and weaknesses;
2. Evidence of a sound professional organization philosophy that serves as a foundation for the student's learning and growth;
3. Evidence of sufficient professional staff, areas, facilities, equipment, and supplies to accomplish the tasks outlined in the Organization Information and Approval Form;
4. The appointment by the organization of a qualified organization supervisor designated to oversee the work of the student; this appointment should be made in accordance with the student's projected rationale for choosing the organization as an internship site.

### ***Finalized Internship Selection Procedures***

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Finalization of internship placement requires that you complete the following steps:

- a. Prepare final Organization Information and Approval Form (Form B).

- b. Route the form for signatures: organization supervisor, Internship Coordinator, and student.
- c. Make two photocopies of this form. Give the original to the organization supervisor, keep one copy, and give one copy to the Internship Coordinator.
- d. Upon completion of the Form B, the Internship Coordinator will provide you with the RPTA 465 registration code.

### ***Attend Pre-Internship Meeting***

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Attend the pre-internship meeting held during the 8<sup>th</sup> or 9<sup>th</sup> week of the quarter prior to your internship to review your internship responsibilities and procedures. Be prepared to discuss with the group your internship plans. Bring the Internship Manual to this meeting.

Fall interns are welcome to attend this meeting in the Spring, or coordination of this information will occur in August prior to the start of Fall quarter.

Successful completion of this process, as approved by the Internship Coordinator, allows you to enroll in RPTA 465 - Internship.

# Written Reports

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## ***Bi-Weekly Summary Report***

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The student will prepare a bi-weekly summary of all pertinent experiences encountered during the course of the assigned Internship. The Biweekly Reports are not just a list of accomplished tasks. Contents of the report include:

- The student's assessment of the internship experience:
  - Activities completed/participated in
  - Problems experienced, with an analysis of what happened/next steps.
  - Insights gained: critical analysis and interpretation of each week's events
- Agency information reports
  - Report One (weeks 1 & 2): Description of the Organization
  - Report Two (weeks 3 & 4): Description of the Organization and Administration of the Organization, and Worker Wednesday summary.
  - Report Three (weeks 5 & 6): Description of the Organization's Financial Structure
  - Report Four (Weeks 7 & 8): Description of the Organization's Marketing and Public Relations.
  - Report Five (Weeks 9 & 10): The "Final Assessment of the Internship Experience"
    - Evaluation of the Agency
    - Evaluation of the Cal Poly program
    - Self-Evaluation (Qualitative)
    - Student Assessment Survey (Quantitative)
    - Career Services Survey

They are compiled, utilizing the Bi-Weekly Summary Report (Form C), and submitted to the organization supervisor for review, written comments, and his/her signature. By the provided due dates (arranged with the Faculty Advisor), the summary forms are sent to your internship advisor at Cal Poly for review.

The final bi-weekly report will include the student's assessment of the student's experiences during the internship. To aid in the writing of this report, students should review their Weekly Internship Summary Reports, Organization Information and Approval Form, and other resources that may provide insight.

## **RPTA 465 Internship Checklist and Timeline**

---

Check  
When  
Completed

### **During RPTA Major Classes**

Attend Introduction to Internship during RPTA 110 class session

☐

***Maintain your professional portfolio with edited examples of projects and presentations***

☐

### **Two Quarters Prior to Internship**

Enroll in RPTA 463

☐

End of Sixth Week

☐

- Meet with CAFES Academic Advisor to review Remaining Course Checklist.

End of Ninth Week

☐

- Narrow prospective internship sites to 3 & review with RPTA 463 instructor
- Conduct mock job interview with RPTA 463 instructor

End of Tenth Week

☐

- Complete Internship Application (Form A) Requirements

### **One Quarter Prior to Internship**

First Three Weeks of the Quarter:

- Research the internship site

☐

By the end of the Third Week:

- Confirm organization placement site with agency
- Provide the organization Internship manual to organization supervisor

☐☐

By end of Fifth Week:

- Meet with organization supervisor to draft the Organization Information and Approval Form (Form B)

☐

By end of Sixth Week:

- Submit draft of Form B to the Internship Coordinator for review and editing ☐

By end of Seventh Week:

- Meet with organization supervisor to finalize Form B ☐

By end of Eighth Week:

- Prepare final Form B; route for signatures ☐

By end of Ninth Week:

- Attend pre-internship meeting seminar and submit all finalized paperwork (Form B) to qualify to have the late registration fee waived for internship quarter. ☐
  - Students may also submit the first page of Form B (Completed) with drafts of the lists of internship goals and tasks attached.
- Complete the 1,000 hours of paid/voluntary experience and submit a revised Work Experience Form to the RPTA Internship Coordinator ☐

Check  
When  
Completed

### Quarter Enrolled in Internship

By the end of the First Week:

- Obtain Internship Advisor's office hours and phone number ☐
- Provide Internship Advisor with your current telephone number and email address (if different from Forms A and/or B) ☐
- Discuss with Internship Advisor how to submit Bi-Weekly Summary Reports (mail, fax, etc.) ☐

By the End of the Third Week:

- Arrange for Internship Advisor's first on-site visit or telephone conference call ☐

During Fourth or Fifth Week:

- Midterm evaluation completed with Organization Supervisor. ☐

During Sixth or Seventh Week:

- Meet at organization site with organization supervisor and Internship Advisor or initiate prearranged telephone conference call ☐



During Ninth or Tenth Week:

- Arrange for Internship Advisor's second on-site visit or arrange for telephone conference call for ninth or tenth week, if determined necessary by Internship Advisor ☐
- Meet at organization site with organization supervisor and Internship Advisor or initiate prearranged telephone conference call ☐

During Tenth Week:

- Submit final Bi-weekly Report with Internship Assessment ☐
- Wrap up on-site internship requirements ☐
- Submit form F ☐

## Chapter 2: Forms

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All internship related forms may be downloaded from the Recreation, Parks, and Tourism Administration website.

The forms in this section are samples. Please download electronic versions from the RPTA Website. Forms are to be typed – no hand-written forms will be accepted!

**FORM A**  
**RPTA 465 - INTERNSHIP APPLICATION**

**(MUST BE TYPED)**

Instructions: Students are to complete and turn in this application two quarters prior to their internship quarter. All materials are to be placed in a file folder, labeled with the student's name, and turned in to the Internship Coordinator for review.

\_\_\_\_\_  
**Quarter & Year of Internship**

**I. PERSONAL INFORMATION**

**Name:** \_\_\_\_\_ **Student I.D.** \_\_\_\_\_

**Local Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**number street**

**city state zip**

**E-Mail Address:** \_\_\_\_\_

**Permanent Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**number street**

**city state zip**

**Concentration:** \_\_\_\_\_ **Catalog Cycle:** \_\_\_\_\_  
\_\_\_\_\_ **year**

**Anticipated date of Graduation:** \_\_\_\_\_  
\_\_\_\_\_ **month year**

**II. ATTACHMENTS**

**#1 - PREREQUISITE EXPERIENCE SUMMARY:** Using the following format, list the verifiable experiences and hours required for entry into the internship program.

<i>Dates</i>	<i>Organization Name, Supervisor, Phone</i>	<i>Duties</i>	<i>Total Hours</i>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
<b>Total:</b>			_____

**#2 - COURSE WORK SUMMARY:** Attach a copy of your revised Two Year Academic Plan through graduation. All courses must be completed **PRIOR** to the start of internship.

**#3 - RESUME:** Make a copy of your updated resume and attach it to this application form. Keep in mind that you will need additional copies for upcoming organization contacts and interviews.

**#4- REFERENCE LETTERS:** Attach two letters of reference (copies) to this application form. Keep the originals for your own file.

### III. PERSONAL ASSESSMENT

The purpose of this section is to assist you in clarifying what type of experience you can expect from your internship. When answering the questions, try to think beyond the internship experience itself and toward your professional career.

- A. Based upon your education and past work experience, what career skills do you have?
- B. What skills or experiences do you need to make you more marketable job candidate for a professional position in the leisure service industry?
- C. Think about your past work experiences. Which job did you enjoy most? What did you like most about this position?
- D. What type of work environment do you think you would enjoy most?
- E. What type of position and what type of organization would you like to have in five years?
- F. Review your answers to the above questions. What direction do your answers suggest you pursue for your internship experience?
- G. Write at least three goals relating to the learning opportunities you would like to accomplish during your internship experience (format like the example below).

#### Example Goal Statements

During my internship, I would like to:

- be involved in the development of a market research study.
- be involved in the development and implementation of outdoor recreation programs.
- gain an understanding of the administration of an organization.
- gain staff supervision experience.

## I. INTERNSHIP INFORMATION

**Name of organization:** \_\_\_\_\_

Main address of organization:

Number	Street Name & Suite #
--------	-----------------------

City

State

ZIP

**Name of organization head:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_ **Organization Website:** \_\_\_\_\_

**Type of Organization:**

☐ **Private/Commercial**      ☐ **Public/Municipal**      ☐ **Non-Profit**      ☐ **Special Services**

**Brief Description of Organization's Programs/Services:**

**Organization staff member who will supervise intern:**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Address:**

Number

**Street Name and Suite #**

City

State

ZIP

**Fax Number:**

**Phone:** \_\_\_\_\_ **Extension:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Phone where intern is placed:** \_\_\_\_\_ **Extension:** \_\_\_\_\_

**Provide the start and end dates for your 400 hour RPTA 465 internship. Please note: you may not start accruing hours toward your internship until the first day of the internship quarter; therefore, the start date may not be before the first day of the internship quarter.**

The internship will begin on: \_\_\_\_\_ and end on: \_\_\_\_\_  
Date (DD/MM/YY) Date (DD/MM/YY)

at which time the student will have completed a total of 400 hours.

**It is agreed that the intern will receive:**      ☐ Wage      ☐ Stipend      ☐ No Pay

Will the intern be covered by the organization's liability insurance? ☐ Yes ☐ No

Will the intern be covered by the organization's workman's compensation insurance? ☐ Yes ☐ No

Has the student provided the organization with a copy of the Cal Poly Recreation, Parks, and Tourism Administration Internship Manual/Overview? ☐ Yes ☐ No

The organization manual is available at <http://www.rpta.calpoly.edu/internships.html>

Is the organization supervisor willing to participate in the written intern evaluation process? ☐ Yes ☐ No

What type and length of training/orientation will be provided for the intern?

**Please indicate the areas in which the student will be involved during the experience:**

- ☐ Administrative and Supervision - The student will observe and participate as appropriate in, the policies and practices of the organization. This would include the legal status of the organization, budgeting and record keeping procedures, personnel and supervisory practices, management functions, strategic planning, and the culture of the organization.
- ☐ Programming and Leadership - The student should be exposed to a broad array of program activities and services characteristic of the organization; in addition, he/she should have the opportunity to assume a leadership role in planning and implementing various types of programs and to facilitate experiences for diverse clientele.
- ☐ Facilities Planning and Operations - The student will become familiar with physical facility planning and operations. This may include exposure to long-range planning of physical facilities as well as the layout, operation, and maintenance of facilities, equipment and supplies for everyday use in the provision of visitor and customer services.
- ☐ Other Experiences - The student should gain experience in dealing with public relations and become familiar with its related techniques, issues and problems; attend board/commission and other community meetings dealing with recreation and visitor services; and perform tasks of a routine business nature.

## II. STUDENT LEARNING OUTCOMES FOR THE INTERNSHIP EXPERIENCE

To be developed by mutual agreement between the organization supervisor and the intern to meet the specific needs of the student intern during the internship experience.

1. **List of goals to be accomplished during the internship** (provide **three to five** specific and measurable goals that reflect the desired outcomes for the experience, for example *"To gain experience in the development of a risk management plan"*).

Goal 1

Goal 2

Goal 3

Goal 4

Goal 5

2. **List of specific tasks to be performed during the internship** (provide at least one task for each of the goal statements, for example *"Research and develop risk management training program for part-time staff"*).

Task 1

Task 2

Task 3

Task 4

Task 5

Optional

Optional

### III. REVIEW OF RESPONSIBILITIES AND SIGNATURES

#### ORGANIZATION SUPERVISOR, PLEASE INITIAL WHERE INDICATED:

It is our understanding that this position is included as a required internship for Cal Poly, San Luis Obispo Recreation, Parks, and Tourism Administration Program students. The student will be under the supervision of organization personnel during this experience. \_\_\_\_\_  
initial

As the organization supervisor, I have received and read the Cal Poly, San Luis Obispo Recreation, Parks, and Tourism Administration Manual. \_\_\_\_\_  
initial

By signing below, the organization supervisor and the student indicate they understand the following responsibilities:

#### Student Responsibilities:

1. Obey and adhere to all organization policies and procedures.
2. Demonstrate professional behavior at all times.
3. To complete all required tasks to the best of their ability.
4. To notify the Organization Supervisor and/or Faculty Internship Advisor of any concerns related to the internship experience.
5. Follow Internship procedures as outlined in the RPTA 465: Internship Manual

#### Organization Supervisor Responsibilities:

1. Supervise student performance during the experience.
2. Review and sign student's bi-weekly reports
3. Complete the student mid-quarter progress
4. Complete the student final evaluation report
5. Meet with Faculty Internship Advisor as needed

\_\_\_\_\_  
Organization Supervisor Signature

\_\_\_\_\_  
Date

Supervisor's Name:  
Position Title:  
Address:  
Telephone Number: ( ) -

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Student's Name:  
Address:  
Telephone Number: ( ) -  
Email Address:

\_\_\_\_\_  
Internship Coordinator Signature

\_\_\_\_\_  
Date

Internship Coordinator Name: Jerusha B. Greenwood  
Cal Poly  
Recreation, Parks, & Tourism Administration  
San Luis Obispo, CA 93407  
805-756-2050



**FORM C**  
**RPTA 465 - BI-WEEKLY SUMMARY REPORT**

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Instructions:

During your internship, you will complete and submit five biweekly summary reports. These reports should help you learn about the overall operation of your internship organization. In addition, the reports are a method of documenting and communicating to your Internship Advisor your experiences during your internship. Each report consists of your assessment about your internship experience and information about the organization. The due dates for the reports are:

First Report:	Beginning of the 3 <sup>rd</sup> Week
Second Report:	Beginning of the 5 <sup>th</sup> Week
Third Report:	Beginning of the 7 <sup>th</sup> Week
Fourth Report:	Beginning of the 9 <sup>th</sup> Week
Fifth Report:	At the end of the final internship week.

**All reports are to be typed and signed by your Organization Supervisor.** Either use the Biweekly Summary Report form available on the Recreation, Parks, and Tourism Administration website, or recreate the form on your computer. Each report will provide the following information:

(continued on the next page)

**FORM C**  
**RPTA 465 - BI-WEEKLY SUMMARY REPORT**

Student's Name: \_\_\_\_\_

Weeks Covered in Report (Dates): \_\_\_\_\_ Through: \_\_\_\_\_

Total Hours for Weeks Reporting: \_\_\_\_\_ Total Hours to Date: \_\_\_\_\_

Organization Supervisor \_\_\_\_\_ Signature \_\_\_\_\_

Organization Supervisor Comments: \_\_\_\_\_

---

**I. STUDENT'S ASSESSMENT** (Minimum one page long, to be included with each biweekly summary report)

This assessment should consist of a critical analysis and interpretation of each week's events, not just a list of accomplished tasks.

1. Activities: Describe your experiences during these two weeks as they relate to each of the goals and/or tasks listed in the Organization Information and Approval Form.
2. Problems: Identify any problem(s), both major or minor, you have had during this reporting period with some analysis on how you did or how you plan to solve them.
3. Insights Gained: What have you learned from your experiences during this reporting period? What specific experience do you think made you stretch and grow as a professional?

**II. GENERAL ORGANIZATION INFORMATION REPORTS**

**First Report: Describe the Organization.**

Due: Beginning of the 3<sup>rd</sup> Week

This report should familiarize both you and your Internship Advisor with the organization. Provide a brief history of the founding of the organization, its current purpose, and legal status (private, public, nonprofit). Provide a general description of the organization's programs and services, clientele, and facilities. Do not provide copies of pre-written organization documents, but rather describe your own understanding about the organization.

**Second Report: Describe the organization and administration of the organization + "Worker Wednesday".**

Due: Beginning of the 5<sup>th</sup> Week

Include a copy of the organization's organizational chart. Discuss the number of employees and volunteers (if any), the different types of personnel (administrative, professional and non-professional staff), and the role and duties each of these positions have within the organization. Discuss the organization's personnel policies: hiring practices, orientation program and in-service training, salary and benefits information. Do not provide copies of pre-written job descriptions, but rather describe your own understanding of these issues.

In addition to your report, please provide (in 300 words or less) a brief description of your internship duties with your organization, as well a description of how your career at Cal Poly as an RPTA major helped you get you achieve your goals. An image of you engaged in your internship duties should be attached.

**Third Report: Describe the financial structure of the organization.**

Due: Beginning of the 7<sup>th</sup> Week (Note: This is a sensitive area for some agencies, so exercise discretion in your inquiries for this information.) Discuss what are the various income sources; major areas of expenditures, budget development and approval process, tax structure, and purchasing procedures.

**Fourth Report: Describe the marketing and public relations of the organization.**

Due: Beginning of the 9<sup>th</sup> Week

Discuss how the organization markets its programs and services. How are its promotional efforts developed and coordinated.

**Fifth Report: Assessment of the Internship Experience.**

Assess the overall internship experience by answering the following questions. Include Form F with the final bi-weekly report.

**Internship Evaluation and Assessment**

1. Evaluation of Organization Internship Program
  - Strong points
  - Weak points
  - Suggestions for improvement
2. Evaluation of Cal Poly Internship Program's Policy and Procedures
  - Strong points
  - Weak points
  - Suggestion for improvement
3. Organization Evaluation of Student (Form E)
4. Evaluation of Self
  - a. What goals were met during the internship experience?
  - b. What goals were not met and why?
  - c. What were some of the strengths developed during the internship experience?
  - d. What skills do you still need to improve and ways improvements can be made?
  - e. What academic courses were helpful in preparing you for this internship?
  - f. What academic courses would have been helpful in preparing you for this internship?
5. Include Form F with final report.
6. Include Student Assessment Survey (see next page)

## **Student Assessment Survey**

**\*\*Submit with your Final Biweekly Report\*\***

**RPTA Faculty May Ask You To Complete this On SurveyMonkey**

Professional skills include the ability to communicate effectively, work well in groups, and solve problems creatively. Consider the following list of professional skills and reflect on your own abilities. Then, rate your ability to perform the following:

***I am able to...***

- ...verbally communicate and explain ideas.
- ...write effectively and explain ideas.
- ...think critically and creatively.
- ...make decisions based on accepted professional practices.
- ...work independently in a productive manner.
- ...work collaboratively in groups.
- ...engage in lifelong learning.
- ...plan and implement programs, services, & experiences.
- ...interpret data and evaluate programs, services, & experiences.
- ...effectively supervise program staff.
- ...coordinate operations & management of employees and participants in programs, events, & services-based experiences.
- ...apply marketing and experiential marketing concepts & processes.
- ...interpret budgets and analyze basic financial documents.
- ...facilitate/supervise experiences for diverse populations.
- ...understand issues and practices relating to sustainability.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>

**FORM D**  
**RPTA 465 - MID-QUARTER PROGRESS REPORT**

TO BE COMPLETED BY THE ORGANIZATION SUPERVISOR

**\*\*This is an example only. Organization Supervisors will complete this form at the SurveyMonkey Link\*\***

**Student's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Organization Supervisor** \_\_\_\_\_

**Total Hours of Internship Completed to date** \_\_\_\_\_

**Purpose of the Mid-Quarter Progress Report**

The purpose of this report is to assess the student's progress in achieving the established goals for the Internship and to identify the student's learning patterns and learning needs. It is not intended to be a final evaluation. This progress report provides a formal vehicle for the organization supervisor to inform the student of their initial impression of the student's strengths and weaknesses. This will provide the student with an opportunity to make a more concerted effort in the areas of deficiency.

**Procedures for Mid-Quarter Progress Report Conference**

1. Supervisor completes all sections of this report.
2. Supervisor and student have a conference to discuss the content report.
3. Supervisor and student sign the report prior to submitting it to the student's Internship advisor.

**I. Student's Progress in Achieving the Established Goals**

*List goals and tasks as outlined on Form B, then check the appropriate box.*

<i>Organization/Organization's and Student Goals</i>	<i>Goals Not Initiated</i>	<i>Partially Achieved</i>	<i>Almost Achieved</i>	<i>Fully Achieved</i>

### Instructions for Completing Parts II to IV

Listed below are categories in which are contained a number of traits, abilities and characteristics that are important in terms of measuring a successful internship experience in a professional setting. Carefully evaluate each of the qualities separately. Check the rating you feel best describes the level at which the student is currently functioning:

- Not applicable
- Rarely displays characteristic
- Occasionally displays characteristic
- Usually displays characteristic
- Frequently displays characteristic
- Always displays characteristic

#### **II. Professional Performance**

	NOT APPLICABLE	RARELY	OCCASIONALLY	USUALLY	FREQUENTLY	ALWAYS
1. Establishes work objectives.....						
2. Plans work to be accomplished.....						
3. Organizes work well.....						
4. Has concern for quality of work.....						
5. Displays ability to solve problems.....						
6. Utilizes all available resources.....						
7. Displays ability to lead and direct.....						
8. Has ability to work independently.....						
9. Possesses strong communication skills.....						
10. Displays a marked capacity for work and production...						
11. Is critical of own performance and quality of work.....						
12. Keeps complete and accurate records.....						
13. Completes assignments on time.....						
14. Shows concern for safety of others.....						
15. Maintains an atmosphere for sharing ideas.....						

### III. Professional Knowledge

	NOT APPLICABLE	RARELY	OCCASIONALLY	USUALLY	FREQUENTLY	ALWAYS
16. Displays knowledge and understanding of human behavior associated with various ages, groups, disabilities, etc. ....						
17. Displays ability to integrate conceptual knowledge and activity skills.....						
18. Displays an expanding scope of interests.....						

### IV. Professional Personality and Attitude

19. Shows enthusiasm for work.....						
20. Displays good judgment.....						
21. Demonstrates initiative.....						
22. Displays creativity and imagination.....						
23. Displays average maturity for age.....						
24. Displays flexibility.....						
25. Is completely dependable.....						
26. Displays a sense of humor.....						
27. Dresses appropriately for occasion.....						
28. Has self-confidence.....						
29. Gains respect of others.....						
30. Is sensitive to the needs of others.....						
31. Is tactful in relations with others.....						
32. Accepts suggestions, direction and critical evaluation well.....						
33. Accepts assignments willingly.....						
34. Upholds and follows all organization policies.....						
35. Uses authority constructively.....						
36. Has a high tolerance for conflict.....						
37. Possess effective written communication skills.....						
38. Possess effective oral communication skills.....						

## VI. Performance Appraisal

A. Strengths: Describe the student's outstanding abilities.

1.

2.

3.

B. Suggestions for Improvement: Describe the areas in which the student needs greatest improvement.

1.

2.

3.

C. Organization Supervisor's Overall Assessment: As an employee, this student's performance is:

Outstanding ☐    Good ☐    Satisfactory ☐    Unsatisfactory ☐

D. General Comments:

1. Organization Supervisor's Comments:

2. Student's Comments:

\_\_\_\_\_  
Organization Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Please submit a copy of this report to the intern's Internship Advisor**



**FORM E**  
**RPTA 465 - FINAL EVALUATION REPORT FOR**  
**INTERNSHIP STUDENTS**

---

TO BE COMPLETED BY THE ORGANIZATION SUPERVISOR

\*\*This is an example only. Organization Supervisors will complete this form at the SurveyMonkey Link\*\*

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Organization Name \_\_\_\_\_

Organization Supervisor \_\_\_\_\_

Year \_\_\_\_\_ TOTAL HOURS of Internship \_\_\_\_\_

**Purpose of Evaluation Process**

The purpose of this evaluation process is to assess the student's professional strengths and weaknesses, to help the student become aware of his/her "assets and liabilities," and to aid the student in the development of a program for growth and development in the recreation profession. Also this evaluation facilitates communication among the student, the organization, and the university faculty.

**Procedures for Evaluation Process**

1. Supervisor completes all sections of this evaluation report.
2. Supervisor and students have an evaluation conference to discuss the content of the evaluation.
3. Supervisor and student sign the evaluation report prior to submitting it to the student's Internship Advisor.

**PART ONE: Achievement of Internship Goals:**

The achievement of goals, established by the student and the organization supervisor for the Internship experience, is an important factor in determining the success of the experience. Please list the goals and rate them appropriately.

<i>Organization/Organization(s) and Student Goals</i>	<i>Not Initiated</i>	<i>Partially Achieved</i>	<i>Almost Achieved</i>	<i>Fully Achieved</i>

**PART TWO: STUDENT ACHIEVEMENT OF RPTA STUDENT LEARNING OUTCOMES**

### Entry-level knowledge of the profession

Consider the student's knowledge and understanding of the recreation, parks, & tourism profession and their ability to apply the knowledge in a professional setting

#### *The intern demonstrates the ability to:*

- ... verbally communicate and explain ideas.
- ... write effectively and explain ideas.
- ... think critically and creatively.
- ... make decisions based on accepted professional practices.
- ... work independently in a productive manner.
- ... work collaboratively in groups.
- ... engage in lifelong learning.
- ... plan & implement programs, services, & experiences.
- ... interpret data & evaluate programs, services, & experiences.
- ... effectively supervise program staff.
- ... coordinate operations and management of employees & participants in programs, events, & service-based experiences.
- ... apply marketing & experiential marketing concepts and processes.
- ...interpret budgets and analyze basic financial documents.
- ...facilitate/supervise experiences for diverse populations.
- ...understand issues and practices relating to sustainability.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable

### **PART THREE: ASSESSMENT OF STUDENT'S GENERAL PERFORMANCE**

Organization Supervisors are asked to base their judgment on the entire internship experience rather than focusing on isolated incidents. In comparison to other interns or entry level professionals, assess the intern's performance using the following scale:

#### ***RATINGS:***

5: Outstanding 4: Above Average 3: Average 2: Below Average 1: Poor

<b>ITEM</b>	<b>RATING</b>	<b>STRONG POINTS</b>	<b>SUGGESTIONS FOR IMPROVMENT</b>
<i>Productivity:</i> Use of time and facilities. Volume and nature of work produced. Planning and follow-through.			
<i>Quality of Work:</i> Organization, thoroughness, accuracy, neatness, foresight. Soundness of decisions. Clarity of expression.			
<i>Responsibility:</i> Dependability. Ability to meet schedules, follow through and attend to instructions.			
<i>Communication:</i> Ability to communicate effectively with other staff members. Ability to secure acceptance of ideas, methods, procedures, and plans by other staff members. Consideration for other viewpoints.			

ITEM	RATING	STRONG POINTS	SUGGESTIONS FOR IMPROVMENT
<i>Attitude:</i> Loyalty, interest, and approach to job, associates, public and the organization. Ability to comply with established procedures and policies.			
<i>Judgment:</i> Possesses common sense. Distinguishes important from unimportant. Evaluates the problem before making a decision. Tact.			
<i>Writing Ability and Oral Expression:</i> Degree of skill and ability to express thoughts on paper, reports, projects, command of language and ability to speak to others.			
<i>Attendance and Punctuality:</i> Regularity of attendance. Promptness of reporting absence, tardiness, and time-off for illness or personal business, clock watching.			
<i>Personal Habits:</i> Attention to appearance, including suitability of attire and grooming.			

#### **PART FOUR: ASSESSMENT OF STUDENT'S PROFESSIONAL PERFORMANCE**

In comparison to other interns or entry level professionals, identify the intern's key strengths and areas of improvement.

##### **Performance Appraisal**

A. *Strengths:* Describe the student's outstanding abilities.

1.

2.

3.

B. *Suggestions for Improvement:* Describe the areas in which the student needs greatest improvement.

1.

2.

3.

C. *Organization Supervisor's Overall Assessment:* As an employee this student's performance is:

Outstanding ☐    Good ☐    Satisfactory ☐    Unsatisfactory ☐

D. *General Comments:*

1.    Organization Supervisor's Comments:

2.    Student's Comments:

-----

\_\_\_\_\_  
Organization Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Please submit a copy of this report to the intern's Internship Advisor**

**FORM F**  
**RPTA 465 - STUDENT INFORMATION FORM**

---

**\*\*This is an example only. Organization Supervisors will complete this form at the SurveyMonkey Link\*\***  
***Thank you for providing this information and best wishes to you in your future endeavors.***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student I.D.: \_\_\_\_\_

Internship Organization: \_\_\_\_\_

Please provide an address, telephone number, and email address for us to contact you in the future.

Address: \_\_\_\_\_

Telephone: (     )     -     \_\_\_\_\_

Email Address: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Permanent Telephone: (     )     -     \_\_\_\_\_

What are your plans immediately following graduation? (check all that apply)

☐ Job     ☐ Graduate School     ☐ Travel     ☐ Other - please explain: \_\_\_\_\_

If you have secured a job following your internship, please provide the following:

Position Title: \_\_\_\_\_ Starting Salary: \_\_\_\_\_

Organization Name: \_\_\_\_\_ per \_\_\_\_\_

Organization Address: \_\_\_\_\_

Telephone Number: (     )     -     \_\_\_\_\_

If you plan to attend graduate school, please provide the following:

University: \_\_\_\_\_ Start Date: \_\_\_\_\_

Location: \_\_\_\_\_

Major: \_\_\_\_\_

Please complete the Career Services Web Based Graduation Survey at:  
<http://www.careerservices.calpoly.edu/gradsurvey>

## Chapter 3: RPTA Assignments & Handouts

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Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

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***RPTA 465 – INTERNSHIP Record of Completeness***

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Form A: Internship Application.....	<input type="checkbox"/>
Prerequisite Work Experience Record.....	<input type="checkbox"/>
Remaining Courses Checklist.....	<input type="checkbox"/>
Resume.....	<input type="checkbox"/>
Two Letters of Reference.....	<input type="checkbox"/>
Personal Assessment.....	<input type="checkbox"/>
Completion of RPTA 463.....	<input type="checkbox"/>

---

Form B: Organization Information and Approval Form.....	<input type="checkbox"/>
---	--------------------------

---

Weekly Internship Summary Reports: Internship Start Date: \_\_\_\_\_

	Due Date	Received	
First Report	_____		<input type="checkbox"/>
Second Report	_____		<input type="checkbox"/>
Third Report	_____		<input type="checkbox"/>
Fourth Report	_____		<input type="checkbox"/>
Final Bi-Weekly Report w/ Internship Assessment.....			<input type="checkbox"/>
Mid-Quarter Conference Date:.....			<input type="checkbox"/>
Form D: Mid-Quarter Progress Report.....			<input type="checkbox"/>
End of Quarter Conference Date:.....			<input type="checkbox"/>
Form E: Final Evaluation Report for Internship Students.....			<input type="checkbox"/>
Form F: Student Information Form.....			<input type="checkbox"/>

---

Comments:



Name: \_\_\_\_\_

**RPTA 463**  
**Personal and Professional Assessment**

---

**A. PROFESSIONAL ASSESSMENT**

Experience (Paid/Volunteer)

Your Skills and Achievements

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

---

**B. EDUCATIONAL ASSESSMENT:** What relevant skills and knowledge have I gained from my academic studies?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## C. PROFESSIONAL SKILLS ASSESSMENT

Listed on the next page are a variety of professional skills that may be important for you to demonstrate during your internship and throughout your professional career. This list may be used to: (1) identify specific professional skills you possess, plus those you need to refine or acquire; or (2) assess whether your skills match the requirements of the specific internship position you are seeking.

This list does not include all possible professional skills. You may want to include additional professional skills that you want to assess, especially those important to your professional career objectives.

PROFESSIONAL SKILLS	ALREADY POSSESS	POSSESS, BUT NEED TO REFINE	NEED TO ACQUIRE	NOT NEEDED FOR INTERNSHIP
Analytical				
Budgeting				
Communication (written)				
Communication (oral)				
Compute skills				
Conceptual				
Coordinating				
Creativity				
Customer Service				
Decision-Making				
Delegating				
Directing				
Evaluating				
Goal Setting				
Initiative				
Leading				
Managing				
Marketing				

Negotiating				
Observing				
Organizing				
Planning				
Problem Solving				
Reporting				
Scheduling				
Selling				
Supervising				
Team Building				
Other Skills:				

## D. PERSONALITY TRAITS ASSESSMENT

Listed below are a variety of personality traits/skills that may be important for you to demonstrate during your internship and throughout your professional career. This list can be used to: (1) identify specific personality traits/skills you possess, plus those you need to refine or acquire; or (2) assess whether your traits/skills match the requirements of the specific internship position you are seeking.

This list does not include all possible personality traits/skills. You may want to include additional traits/skills that you want to assess, especially those important to your professional career objectives.

PERSONALITY TRAIT/SKILLS	I ALREADY AM	I ALREADY AM, BUT NEED TO REFINE	I NEED TO BECOME	NOT NEEDED FOR INTERNSHIP
Able To Laugh Freely				
Able To Say No				
Accepting criticism				
Communicative				
Confident				
Considerate of others				
Cooperative				
Creative				
Determined				
Dynamic				
Empathetic				
Enthusiastic				
Flexible				
Friendly				
Good Listener				
Hard Worker				
Honest				
Intelligent				

PERSONALITY TRAIT/SKILLS	I ALREADY AM	I ALREADY AM, BUT NEED TO REFINE	I NEED TO BECOME	NOT NEEDED FOR INTERNSHIP
Loyal				
Motivated				
Open-Minded				
Patient				
Poised				
Punctual				
Personality				
Proud				
Reflective				
Reliable				
Resourceful				
Risk-Taker				
Self-Reliant				
Spontaneous				
Tactful				
Others:				

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### ***RPTA 463 Remaining Course Checklist***

---

Name: \_\_\_\_\_ Internship Quarter: \_\_\_\_\_

Concentration/Minor: \_\_\_\_\_

Catalog Yr: \_\_\_\_\_ Grad Qtr (listed on DPR): \_\_\_\_\_

**Consult your Degree Progress Report to verify your remaining course requirements**

Completed            Y / N    USCP Complete    Y / N    GE Courses Complete:    Y / N  
GWR:

If you have not completed the GE requirements, which GE courses do you have left to complete? Include any you plan on taking/took at a CC or with Study Abroad.

Number of Units Completed/Enrolled in as of the current quarter:

Number of Elective Units Completed:

Have all Concentration/Minor Courses been completed:    Y / N  
If no, do you need to submit a revised contract?            Y / N

List all remaining courses to be completed (including RPTA Core, Concentration/Minor)

Current Quarter Schedule		Req. met	Next Quarter Schedule		Req. met
Class	Units	GE/AAE/ C/M/FE	Class	Units	GE/AAE/ C/M/FE
Total Units			Total Units		

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CAFES Advisor

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CAFES Advisor Signature

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## ***Using LinkedIn as a Professional Portfolio***

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For many fields, a resume and a cover letter are no longer sufficient tools for marketing yourself to potential employers. Your professional presence in social media is now expected as employers often “Google” you once you hand them a resume or business card. Maintaining a well-designed e-portfolio that will appear in search results is a must. LinkedIn provides users an opportunity to combine the information usually included on a resume with visual representations of your knowledge, skills, abilities, and experiences. Milo said it best: “Don’t Just Say it, Display it!”<sup>1</sup>

The purpose of this assignment is to create (or update) a LinkedIn profile that will serve as your professional portfolio and public face on social media. You’ll be able to direct potential employers to this site as the definitive source of information about you and your knowledge, skills, abilities, and experiences.

### Instructions:

If you haven’t already, sign up for a LinkedIn account. Use the tutorials available on the site to help you create a basic profile.

Update the following sections of your Profile:

- Summary (make sure this is well-written; any grammatical or spelling errors will reflect poorly on you).
- Experience (use your resume as a guide to draft this section)
  - If you don’t have work experience you feel applies to this area, include volunteer experiences, committee experiences, or club leadership experiences.
- Education
  - Make sure your Dates Attended/Expected Graduation is your actual graduation date (which is after you complete your internship).
  - The Field of Study is your concentration. Make sure it reflects the official name of your concentration under your catalog year.
- Projects
  - Include key examples of the projects you worked on in your college experience.

---

<sup>1</sup> Milo, U. (2013. May, 1). Don’t just say it, display it: Visually enhance your professional story on your LinkedIn profile [Blog Post]. Retrieved from <http://blog.linkedin.com/2013/05/01/visually-enhance-your-professional-story-on-your-linkedin-profile/>

- Examples can include Powerpoint Presentations (shared via SlideShare), or links to Prezis.
- If you have reports, brochures, or infographics you'd like to share, I recommend uploading them to a Cloud service (DropBox, Box.net, Evernote, or Google Drive) and creating a public URL that can be added to LinkedIn.

Once you complete your updates to LinkedIn, copy and paste your LinkedIn profile URL into the appropriate assignment on PolyLearn by the due date.

Some tips:

In your browser, open a new tab or window, log into your Portal, and open the RPTA 463 PolyLearn site. Navigate to the LinkedIn section of the course.

Open this site: "How to Enhance your LinkedIn Profile with Professional Portfolio." Read the article and use the tips provided to help you craft your professional portfolio on LinkedIn. Not all of this information will be applicable to you; you may not have a YouTube video showcasing you, or any fancy graphics showing awards you've won – but you have produced (or co-produced) presentations for classes, written papers, or created some knock-out projects. Upload examples of your work (provided it's well-edited) to showcase your achievements.

If you need more guidance, read the "Building a Great Student Profile" handout also available on PolyLearn, as well as the other valuable resources I will post as they come available.

# Welcome to the Purdue OWL



*This page is brought to you by the OWL at Purdue (<https://owl.english.purdue.edu/>). When printing this page, you must include the entire legal notice at bottom.*

**Contributors:** Jenna Holt, Clint Blume, and Allen Brizee.

## **Summary:**

This cover letter workshop resource provides a detailed explanation of cover letter objectives and information on each section of the cover letter. The OWL maintains a number of resources on cover letters including more concise materials and PowerPoint presentations. Please refer to these if you cannot find information in this workshop.

## **Cover Letter Workshop - Introduction**

The following resources should help you conduct research and compose your cover letter (also known as the job application letter).

### **What is the purpose of the cover letter?**

A cover letter:

- introduces you and your resume to an employer
- explains why you are writing or applying for the job
- details why you are a good match for the organization and the position
- demonstrates your abilities and helps to establish your credibility
- draws your readers' attention to specific qualifications
- provides a sample of your written communications skills
- explains when you plan to contact your prospective employer.

Tailor your cover letter to:

- show specific needs of employers and how you meet them
- persuade that your goals align with the organization's goals (mission) and that your skills align with the position requirements (also see our [Effective Workplace Writing](#) resource).

An effective cover letter:

- highlights the qualifications related to the position as laid out in the job criteria
- proves that you align well with the organization and that you meet the job requirements
- provides contact information and a plan for future contact.

### **Learning about the job**

Your ability to learn the needs of your readers will help you write a cover letter effectively. You should learn as much as you can about your audience (your potential employer) before writing your cover letter. Your goal is to learn about the organization, its goals and needs. Then, you should learn about what kind of employee the organization needs and what an employee will be expected to do.

After reading a job advertisement, ask as many questions as you can to learn what your prospective employer wants. Lastly, think about who will be reading your job application documents - human resources, prospective employers, etc. Think about how your document may move through the organization you want to join (also see our [Audience Analysis](#) resource).

Some questions to begin with are:

- "What values and skills would a good match have for the prospective organization/job?"
- "What kind of personality do I have?"
- "What level of education do I need?"
- "What kind of work experience do I need?"

Read the job advertisement carefully. Most advertisements are divided into two sections, a qualifications section, and an explanation of what duties the hired candidate will perform.

### **Contact the organization**

Another way to learn about a good match for the organization and job is by contacting someone with "inside information" (insiders).

Insiders include, but are not limited to:

- a professor
- your potential employer
- an expert in your field
- a person who holds the position you want at a different company.

Insiders may be able to tell you what a job entails, and what kind of person an employer is likely to hire.

If you decide to call insiders, it is essential for you to be kind and truthful at all times. Being kind will help you to avoid offending someone with whom you might work in the future. It is best for you to see each contact with a company as an opportunity to make a good impression.

When calling insiders, try to plan the flow of your conversation ahead of time.

- Start by explaining who you are and why you are calling.
- Ask questions that will facilitate an informative, friendly conversation.
- Write questions before calling to avoid a lull in the conversation.

Questions such as the following will help you to start an effective conversation:

- "What are the organization's goals/missions?"
- "What kind of person is your company looking for?"

- "What qualifications are most important for this position?"
- "Is there anyone else I can contact to learn more about your company?"
- "Is there anything you think someone with my experience should do to improve my qualifications?"

Try to keep the conversation rolling, and maintain a pleasant tone at all times. Also remember to thank your contact for speaking with you, even if he or she was unable to provide you with helpful information.

### **Read the organization's website**

Another good way to do your audience analysis is by reading an organization's website.

Corporate/organization websites provide a good idea of what a company/organization values. Look for words that describe the company and its employees. Words repeated throughout the website reveal particularly important values. Some organization websites may even have a "Mission Statement" you can read to learn about what they want to achieve. Use the language on the website and in the missions statement to help guide your language in your cover letter.

### **Use college career centers**

If you are in college, see what information is available at your university's career center. See if the university has any connections to this company. Career centers should have any information concerning upcoming visits of companies to career fairs. At Purdue University, the [Center for Career Opportunities](#) (CCO) maintains a number of resources that are helpful for students looking for internships and jobs.

In addition, Purdue University offers a career Wiki [here](#).

**Contributors:** Jenna Holt, Clint Blume, and Allen Brizee.

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## **Cover Letter Workshop - What to Include**

Once you have collected information on the organization and the position, you should think about what to include in your cover letter. This resource should help you do that.

### **How to relate your experience to the job advertisement**

Begin by identifying key words you found during your audience analysis:

- Words that signal what an employer considers important or essential in hiring for a position.
- Words that give you insight into the skills, accomplishments, personality traits, and levels of education and experience your employer desires.

Consider this example:

A company posts the following job description. Can you identify the key words?

"Looking for a highly motivated, customer oriented individual to work full-time at the customer service desk."

Reading this advertisement for key words would help you see that the employer is looking for a person who is highly motivated, with customer service skills.

To help you decide what information to include in your cover letter, you may want to try the following exercise. Create a table with two columns. In the left column, write the mission and/or goals of the organization. In the right column, list values and goals you share with the company that align.

You can do the same thing with the position requirement. In the left column, write the qualifications your potential employer desires, either from your job advertisement or from information you've received from another person. Next, in the right column list examples that support your claim that you have these qualifications.

After you have completed your tables, rank each qualification in order of importance according to the job advertisement. Be sure to include proof of your qualifications you feel are most important to the company in your cover letter.

### **Deciding which qualifications to include**

In order to market your abilities in a cover letter, you must know not only what your prospective employer needs, but also what you have to offer prospective employers. Think carefully about your past. Ask yourself what skills you have used at school or work that can be used at your next place of employment. Try to answer the question, *how can I help the organization?*

For example, if you have been successful working with people, you can show you have interpersonal skills that may help you at your next job. Some transferable skills, skills that can be used from job to job, include:

- Leadership qualities
- Ability to complete multiple tasks at the same time ("multi-tasking")
- Teamwork skills
- Ability to meet deadlines
- Interpersonal skills
- Initiative to complete projects without supervision ("ability to work independently")
- Written communications skills
- Verbal communications skills
- Computer skills

**Important:** Be specific when you describe these abilities - just using the terms will not help you. Employers have seen them before. Be specific and try to discuss particular examples where these abilities led to measurable positive results.

For example, if you want to know whether you have strong written communications skills,

think about your experiences with writing. Have you done any writing at a previous workplace? If so, what kind of writing? Memos, business letters, manuals, reports? Have you taken writing classes at college? Have you won any writing awards?

Before deciding to highlight specific skills in your cover letter, it is essential for you to learn which skills are most relevant to the job for which you are applying. You should include proof that you have the most important qualifications for a position.

### **Afraid of not meeting the requirements?**

You should apply for any job you want, within reason. Carefully consider your past accomplishments and employment history, with the intention of discovering what skills you have used at a previous place of employment that you can utilize at your next place of employment. It's important to be honest with yourself and with your potential employers. Remember, you're looking for a good match between your situation and the organization's situation.

**Contributors:**Jenna Holt, Clint Blume, and Allen Brizee.

### **Summary:**

This cover letter workshop resource provides a detailed explanation of cover letter objectives and information on each section of the cover letter. The OWL maintains a number of resources on cover letters including more concise materials and PowerPoint presentations. Please refer to these if you cannot find information in this workshop.

## **Cover Letter Workshop - Formatting and Organization**

The cover letter is one of the most challenging documents you may ever write: you must write about yourself without sounding selfish and self-centered. The solution to this is to explain how your values and goals align with the prospective organization's and to discuss how your experience will fulfill the job requirements. Before we get to content, however, you need to know how to format your cover letter in a professional manner.

### **Formatting your cover letter**

Your cover letter should convey a professional message. Of course, the particular expectations of a professional format depend on the organization you are looking to join. For example, an accounting position at a legal firm will require a more traditional document format. A position as an Imagineer at Disney might require a completely different approach. Again, a close audience analysis of the company and the position will yield important information about the document expectations. Let the organization's communications guide your work.

For this example, we are using a traditional approach to cover letters:

- Single-space your cover letter
- Leave a space between each paragraph
- Leave three spaces between your closing (such as "Sincerely" or "Sincerely Yours") and

- typed name
- Leave a space between your heading (contact information) and greeting (such as, "Dear Mr. Roberts")
- Either align all paragraphs to the left of the page, or indent the first line of each paragraph to the right
- Use standard margins for your cover letter, such as one-inch margins on all sides of the document
- Center your letter in the middle of the page; in other words, make sure that the space at the top and bottom of the page is the same
- Sign your name in ink between your salutation and typed name

## **Organizing your cover letter**

A cover letter has four essential parts: heading, introduction, argument, and closing.

The heading

In your heading, include your contact information:

- name
- address
- phone number
- email address

The date and company contact information should directly follow your contact information. Use spacing effectively in order to keep this information more organized and readable. Use the link at the top of this resource to view a sample cover letter - *please note the letter is double-spaced for readability purposes only*.

## **Addressing your cover letter**

Whenever possible, you should address your letter to a specific individual, the person in charge of interviewing and hiring (the hiring authority). Larger companies often have standard procedures for dealing with solicited and unsolicited resumes and cover letters. Sending your employment documents to a specific person increases the chances that they will be seriously reviewed by the company.

When a job advertisement does not provide you with the name of the hiring authority, call the company to ask for more information. Even if your contact cannot tell you the name of the hiring authority, you can use this time to find out more about the company.

If you cannot find out the name of the hiring authority, you may address your letter to "hiring professionals" - e.g., "Dear Hiring Professionals."

## **The introduction**

The introduction should include a salutation, such as "Dear Mr. Roberts." If you are uncertain of your contact's gender, avoid using Mr. or Mrs. by simply using the person's full name.

The body of your introduction can be organized in many ways. However, it is important to



include, who you are and why you are writing. It can also state how you learned about the position and why you are interested in it. (This might be the right opportunity to briefly relate your education and/or experience to the requirements of the position.)

Many people hear of job openings from contacts associated with the company. If you wish to include a person's name in your cover letter, make certain that your reader has a positive relationship with the person.

In some instances, you may have previously met the reader of your cover letter. In these instances it is acceptable to use your introduction to remind your reader of who you are and briefly discuss a specific topic of your previous conversation(s).

Most important is to briefly overview why your values and goals align with the organization's and how you will help them. You should also touch on how you match the position requirements. By reviewing how you align with the organization and how your skills match what they're looking for, you can forecast the contents of your cover letter before you move into your argument.

### **The argument**

Your argument is an important part of your cover letter, because it allows you to persuade your reader why you are a good fit for the company and the job. Carefully choose what to include in your argument. You want your argument to be as powerful as possible, but it shouldn't cloud your main points by including excessive or irrelevant details about your past. In addition, use your resume (and refer to it) as the source of "data" you will use and expand on in your cover letter.

In your argument, you should try to:

- Show your reader you possess the most important skills s/he seeks (you're a good match for the organization's mission/goals and job requirements).
- Convince your reader that the company will benefit from hiring you (how you will help them).
- Include in each paragraph a strong reason why your employer should hire you and how they will benefit from the relationship.
- Maintain an upbeat/personable tone.
- Avoid explaining your entire resume but use your resume as a source of data to support your argument (the two documents should work together).

**Reminder:** When writing your argument, it is essential for you to learn as much as possible about the company and the job (see the Cover Letter Workshop - Introduction resource).

### **The closing**

Your closing restates your main points and reveals what you plan to do after your readers have received your resume and cover letter. We recommend you do the following in your closing:

- Restate why you align with the organization's mission/goals.
- Restate why your skills match the position requirements and how your experience will help the organization.

- Inform your readers when you will contact them.
- Include your phone number and e-mail address.
- Thank your readers for their consideration.

A sample closing:

I believe my coursework and work experience in electrical engineering will help your Baltimore division attain its goals, and I look forward to meeting with you to discuss the job position further. I will contact you before June 5th to discuss my application. If you wish to contact me, I may be reached at 765-555-6473, or by e-mail at [jwillis3@e-mail-link.com](mailto:jwillis3@e-mail-link.com). Thank you for your time and consideration.

Although this closing may seem bold, potential employers will read your documents with more interest if they know you will be calling them in the future. Also, many employment authorities prefer candidates who are willing to take the initiative to follow-up. Additionally, by following up, you are able to inform prospective employers that you're still interested in the position and determine where the company is in the hiring process. When you tell readers you will contact them, it is imperative that you do so. It will not reflect well on you if you forget to call a potential employer when you said you would. It's best to demonstrate your punctuality and interest in the company by calling when you say you will.

If you do not feel comfortable informing your readers when you will contact them, ask your readers to contact you, and thank them for their time. For example:

Please contact me at 765-555-6473, or by e-mail at [jwillis3@e-mail-link.com](mailto:jwillis3@e-mail-link.com). I look forward to speaking with you. Thank you for your time and consideration.

### **Before you send the cover letter**

Always proofread your cover letter carefully. After you've finished, put it aside for a couple of days if time allows, and then reread it. More than likely, you will discover sentences that could be improved, or grammatical errors that could otherwise prove to be uncharacteristic of your writing abilities. Furthermore, we recommend giving your cover letter to friends and colleagues. Ask them for ways to improve it; listen to their suggestions and revise your document as you see fit.

If you are a Purdue student, you may go to the Writing Lab or CCO for assistance with your cover letter. You can make an appointment to talk about your letter, whether you need to begin drafting it or want help with revising and editing.

Click on the link at the top of this resource for a sample cover letter. Please note that this sample is double spaced for readability only. Unless requested otherwise, always *single space* your professional communication.

The following are additional Purdue OWL resources to help you write your cover letter:

- [Cover Letter Workshop- Formatting and Organization](#)
- [Example Employment Documents](#)
- [Cover Letters 2: Preparing to Write a Cover Letter](#)
- [Cover Letters 3: Writing Your Cover Letter](#)
- [Cover Letter Presentation](#)

- [\*\*Job Search Documents for Working Class Positions\*\*](#)

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## Job Application/Cover Letter

To create an effective job application letter, use good document design and use the reader-centered approach to information design: put the bottom line up front, show how you will help the organization achieve its goals, explain how your experience matches the job requirements, move from general to specific information to back up your claims. Please note that this sample is double-spaced for readability only. Professional documents are usually single-spaced.

224 Happy Drive #8  
Middletown, OH 12345

April 14, 2008

Mr. Robert Robertson  
Director of Human Resources  
Data Systems Design  
600 DSD Lane  
Raleigh, NC 12345

### Introduction

Your introduction should discuss the following:

- Where you saw or heard about the position
- A brief background on the organization and its goals
- How your experience matches the position
- How you will help the organization achieve its goals
- Your objective: an interview

Dear Mr. Robertson:

While attending the computer science job fair at the University of Dayton on April 7, 2008, I met with Ms. Kathy Anderson from your networking and data transfer division. Ms. Anderson mentioned that Data Systems Design has an entry-level Application Programmer position open, and I would like to meet with you to discuss this opportunity further. For the past several years, I have followed the growth of Data Systems Design from a small privately owned company to a multinational corporation. Based on your aggressive growth in international markets, I believe my skills in programming and systems analysis can help your company succeed in these areas. Moreover, since you are planning to expand your operations in Asia, my fluency in Japanese and French will help you in this potentially lucrative market.

**Body Paragraph 1**

This paragraph should discuss the following:

- More detail on company goals/mission
- More detail supporting your claim that you can help them achieve goals/mission
- Specific example based on information in résumé
- How you will help the organization

After speaking with Ms. Anderson, I looked at your website. From your online information, it's clear you are looking to compete in Asia in the networking and data transfer markets. Many companies in this part of the world are migrating information from legacy systems. As a second-semester senior at the University of Dayton, I will graduate in May with a B.S. degree in Computer Science with a focus on Networking and Data Transfer Management. I believe my background closely matches the goals you outline on your website. In fact, in Computer Science 390, I led a group of students helping to design a new online database for the Dayton YMCA. This database looked the same to users, but used a much more powerful search engine. This experience will help Data Systems Design because many of your potential customers have similar needs: seamless data transfer, transparent user interface, and high-level security.

**Body Paragraph 2**

This paragraph should discuss the following:

- More detail on position requirements
- More detail supporting your claim that your experience fulfills these requirements
- Specific example based on information in résumé
- How you will help the organization

Your website states that entry-level Application Programmers must have experience using VSAM.

In addition, you state that applicants should have some real-world experience beyond the classroom.

I have experience with VSAM, and I have real-world experience. During my internship with Dominick's Food Stores, I used VSAM to develop a unique solution for accessing data in the company's capital expenditure database. My effort helped the company to monitor and report capital expenses in a more timely and accurate manner. Additionally, my course work has included assignments where I worked with outside companies on real-world programming projects. Through my experiences, I have become very familiar in implementing all phases of the systems development process. My background will help Data Systems Design because you will not have to train me on your VSAM applications and development procedures.

**Closing Paragraph**

This paragraph should do the following:

- Repeat your main objective: an interview
- Provide contact information
- Close the letter in a professional manner
- Provide signature block
- Provide enclosure information

Data Systems Design is a growing company with the potential to expand even further in Asian markets, and I would like to speak with you further about how my experience can help you increase your operations in countries such as Japan. I will be contacting your office next week, but if you have any questions, please call me at (xxx) xxx-xxxx or email me at xxx@xxx.xxx. I look forward to hearing from you soon. Thank you for reviewing my letter and my enclosed résumé.

Sincerely,

Xxxx Xxxxxxxx

Enclosure (Résumé)

# Angie Conway

1234 Moran St. • San Luis Obispo, CA 93407 • (805) 555-1234 • aconway@calpoly.edu

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**OBJECTIVE** A career position as Special Events Coordinator for Hotel Royale

## EDUCATION

California Polytechnic State University, San Luis Obispo

Bachelor of Science in **Recreation, Parks and Tourism Administration**, June 2007

Concentration: **Special Events Management** Minor: **Business**

## EVENT PLANNING EXPERIENCE

**California Polytechnic State University, San Luis Obispo, CA**

Senior Project

Spring 2007

- Assessed special event management at eight Silicon Valley corporations
- Performed research, conducted interviews, observed events, and distributed and analyzed surveys
- Compiled findings and presented recommendations to an audience of 25 corporate representatives

**Cal Poly Rec Club, San Luis Obispo, CA**

Event Coordinator

Winter 2007

- Oversaw organization of a golf tournament fundraiser for 150 participants; raised \$4200 for charity
- Managed a 12 member planning committee
- Solicited corporate event sponsors and obtained 25 silent auction donations

**Hospice du Rhone, San Luis Obispo, CA**

Winery Communications & Administrative Support, International Wine Celebration

Spring 2006

- Served as primary contact for 200 wineries and industry professionals
- Developed printed materials including tickets, event programs, and auction catalogs
- Organized 10,000 wine bottle inventory
- Coordinated accommodations for guests

**American Heart Association, San Luis Obispo, CA**

Heart Walk Celebration Planning Committee Member

Fall 2005

- Planned an appreciation event for 100 guests on a \$500 budget
- Designed invitations and coordinated event décor
- Organized entertainment, speakers, and slide show

## OTHER EXPERIENCE

**Buena Tavola Restaurant, San Luis Obispo, CA**

Hostess & Server

Sept. 2006-Present

- Coordinate reservations and provide customer service in an upscale restaurant

**Palo Alto YMCA, Palo Alto, CA**

Swim Instructor

Summer 2006

- Provided individual and group instruction for children ages 18 months to 14 years

## COMMUNITY SERVICE & ACTIVITIES

- Morro Bay Harbor Festival volunteer (4 years)
- Cal Poly Week of Welcome Orientation Leader (2 years)
- Special Olympics volunteer
- Cal Poly Surfing Club

## SKILLS

- Microsoft Word, PowerPoint, Excel, Adobe Photoshop, Illustrator, InDesign
- Conversational Spanish
- CPR and First Aid certified



# Laura Rawlins

111 Grand Ave. □ San Luis Obispo, CA 93401 □ (805) 555-1111 □ lrawlin@calpoly.edu

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## OBJECTIVE

To obtain a part time position with the San Luis Obispo City Community Center

## EDUCATION

**California Polytechnic State University, San Luis Obispo**

Bachelor of Science, **Recreation, Parks, and Tourism Administration**, expected June 2011

GPA: 3.4      Concentration: Tourism Planning and Management

### Relevant Coursework:

Introduction to Recreation, Parks, and Tourism

Speech Communication

Career Planning in Recreation, Parks, and Tourism

Interpersonal Communication

## RELATED EXPERIENCE

Cal Poly REC Club

San Luis Obispo, CA

Fall 2007-present

### Active Member

- Participate in the planning of activities for 50 members, including a bowling night and barbeque
- Serve as a volunteer at Recreation Department sponsored events

Cal Poly Campus Dining

San Luis Obispo, CA

Fall 2007-Present

### Catering Assistant

- Assist in the preparation and service of food for events of up to 400 attendees
- Utilize artistry and efficiency in the creation and presentation of food
- Maintain customer service as top priority while ensuring cleanliness and time management

Skyhawk's Summer Camp

Huntington Beach, CA

Summers 2006 & 2007

### Camp Counselor

- Lead and instructed a group of 15 girls ages 8-12 in program activities
- Independently facilitated the soccer and volleyball portions of the camp
- Accountable for the planning and creation of over 50 different daily activities ranging from craft projects to dances
- Assisted staff members in the training of future counselors
- Responsible for the safety and well being of each camper for 24 hours a day

Pacific Sunwear

Huntington Beach, CA

2005-2007

### Sales Associate

- Aided customers in clothing and product selection
- Created displays, managed inventory spreadsheets, and opened/closed store

## SKILLS

- Computer: Microsoft Word, Publisher PowerPoint, Excel, Minitab
- Conversational Spanish
- CPR/first aid certified

## LEADERSHIP/INVOLVEMENT

- Residence Hall Council
- Wood's Humane Society volunteer
- Girl Scout Gold Award
- High school soccer co-captain
- High school newspaper features editor

## ***Building Effective Networks***

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Adapted from Lean In presentation by Herminia Ibarra, Professor of Organizational Behavior, INSEAD Business School

**What do your networks currently look like?**

**What challenges do you face when cultivating your networks? How might you address these challenges?**

What is a network?

"A network is a set of \_\_\_\_\_ that you depend on to get things done, to \_\_\_\_\_ in your \_\_\_\_\_, and to develop professionally." (Ibarra, 2016).

Why is networking often a low priority?

- a
- b
- c

Misconceptions about building effective networks

True or False: Relationships should spring spontaneously from social groups

"We need a: \_\_\_\_\_"

True or False: Our most important (network) relationships are our very close relationships.

"We need relationships with people that we \_\_\_\_\_ know well or that we \_\_\_\_\_ see often. They are our \_\_\_\_\_."

Three types of networks:

\_\_\_\_\_ : Relationships with people at work that allow you to get today's work done.

\_\_\_\_\_ : Relationships of your choosing, people you like to hang out with informally.

\_\_\_\_\_ : Relationships that help you envision your future, sell your ideas, and get the information and resources you need.

Which of these is the most important for your career advancement?

### Characteristics of Strategic Networks

- Broad:
- Connective:
- Dynamic

Networking is hard. How do we make it easier?

1. Take the long view
2. Overlap your social and professional networks
3. Give yourself permission to skip some networking events. Focus on a few and fully invest in them.
4. Focus on what you bring to your networks. What are your skills and competencies? What networking resources do you bring to the table? Who do you know?

### Strategies for Building Effective Networks

1. Engage: Are there projects or task forces you can volunteer to work on? What conferences and professional development events can you attend to develop your network?
2. Connections: Ask people in your networks to refer you to people in their networks. Who do you know? Who do you NEED to know, and are you connected to people who are connected to them?

## Chapter 4: Samples

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## **SAMPLE COVER LETTER**

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August 15, xxxx

Mr. Tom Wilson  
Director of Marketing  
Special Events, Inc.  
000 Some Street  
Some Town, CA 90000

Dear Mr. Wilson:

While reading the recent issue of *Special Events Report*, I noticed your announcement about the Special Events, Inc., internship program. As a Recreation, Parks, and Tourism Administration major at California Polytechnic State University, San Luis Obispo, with an emphasis in special events planning, I am interested in exploring the internship opportunities available with Special Events, Inc.

My studies as a recreation major have provided me with the essential skills necessary to be a successful program planner. In addition to my studies, in my position as Assistant Program Planner for the city of Next Door, I have been involved with the development and implementation of a variety of special events. This experience has allowed me to bridge the gap between classroom discussions and hands-on experience. The enclosed resume will provide you with additional information about my skills and abilities.

I would appreciate meeting with you to discuss my qualifications and the possibility of doing an internship at Special Events, Inc. I will contact you during the week of August 21, regarding setting up an interview. Thank you for your time and consideration.

Sincerely,

Almost Done Senior  
111 That Street  
San Luis Obispo, CA 91111

## ***SAMPLE INTEREST LETTER***

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October 28, xxxx

Ms. Sample Name  
General Manager  
California Mid-State Fair  
P.O. Box 8  
Paso Robles, CA 93447

Dear Ms. Name:

During a recent conversation with the City of Paso Robles Personnel Analyst, Barbara Partridge, I mentioned my desire to serve as an Intern for the California Mid-State Fair. She, along with several other local professionals, agreed that you would be an excellent mentor and that the Mid-State Fair would be a quality training ground on which I could base my career.

I am currently a senior in the Recreation, Parks, and Tourism Administration program at Cal Poly. I will be completing my coursework in March, xxxx and am planning to do my internship immediately following. As a long-time resident of Paso Robles, I have had the opportunity to experience the Mid-State Fair as a participant and spectator as well as an aspiring recreation professional. I have seen the growth and changes that have occurred recently, and I am excited about the prospect of being a part of future improvements. I have experience in special event planning, media relations, and conference and meeting management. In addition to my experience, I have completed several courses that would be applicable to the types of events and activities that take place at the Fairgrounds.

I strongly believe that a dynamic internship experience is essential to one's education. It enables an individual to put classroom theory into practical application. An academic internship at the Mid-State Fair would be a challenging opportunity and would provide the learning experience I am seeking.

I would like to make an appointment with you to review your needs and my past education and experience. I will call you during the week of November 7 to discuss the possibility of an internship position. Thank you for your time and consideration.

Sincerely,

Prospective Intern  
Enclosure

**SAMPLE INTEREST THANK YOU LETTER**

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February 14, xxxx

Ms. Sample Name  
Fair Manager  
California Mid-State Fair  
P.O. Box 8  
Paso Robles, CA 93447

Dear Ms. Name:

I would like to take this time to thank you for speaking with me last Friday about my internship for Cal Poly. I am very excited about the learning opportunities and avenues for growth offered to me by you and your staff. I am sure that I will gain significant knowledge and many skills during my time as your intern. I hope that I am able to make an equal contribution to your business.

Again, thank you, and I am looking forward to working with you.

Sincerely,

Prospective Intern

**SAMPLE FORM B**

**RPTA 465 - ORGANIZATION INFORMATION AND  
APPROVAL FORM**

Name of student: Heidi Johnson Qtr/Yr of Internship Summer xxxx

Student ID: \_\_\_\_\_ Student I.D. number (not SSN)

Name of organization: Sequoia and Kings Canyon Hospitality Service

Main address of organization: Sequoia National Park CA 93262  
city state zip

Name of organization head: Ralph Johnson Title: Personnel  
Manager

Email Address \_\_\_\_\_ Organization Website \_\_\_\_\_

Type of Organization: \_\_\_\_\_ Private / ☒ Public / \_\_\_\_\_ Non-Profit \_\_\_\_\_ Special  
Commercial Municipal Services

**Brief Description of Organization's Programs/Services:**

Providing recreation services to National Park employees

**Organization staff member who will supervise intern:**

Name: Ralph Johnson Title: Personnel Manager

Address: Sequoia National Park CA 93262  
number street city state zip

Phone: ( 209 ) 563-3334 Ext.: 253

Email \_\_\_\_\_

Phone where intern is placed: ( ) same Ext.: \_\_\_\_\_

Fax Number: ( 209 ) 563-3040

**DESCRIPTION OF INTERNSHIP POSITION** (position title, etc.)

During the internship experience the student will serve as the Senior Recreation Coordinator in Sequoia and Kings Canyon National Parks for the summer season. Her job performance will involve working with a staff of three people and providing services for approximately 325 employees.

The Internship will begin on June 19, xxxx and end on August 25, xxxx  
date date

at which time the student will have completed a total of 400 hours.

It is agreed that the intern will receive \_\_\_\_\_ wage \_\_\_\_\_ stipend ☒ no pay

Will the intern be covered by the organization's liability insurance: ☒ yes \_\_\_\_\_ no

Will the intern be covered by the organization's workman's compensation insurance: ☒ yes  
\_\_\_\_\_ no

Has the student provided the organization with a copy of the Cal Poly Recreation Administration  
Internship Manual? ☒ yes \_\_\_\_\_ no



**What type and length of training/orientation will be provided for the intern?** On the job, two weeks.

**Please indicate the areas in which the student will be involved during the experience:**

- ☒ Administrative and Supervision - The student will observe and participate as appropriate in, the policies and practices of the organization. This would include the legal status of the organization, budgeting and record keeping procedures, personnel and supervisory practices, management functions, strategic planning, and the culture of the organization.
- ☒ Programming and Leadership - The student should be exposed to a broad array of program activities and services characteristic of the organization; in addition, he/she should have the opportunity to assume a leadership role in planning and implementing various types of programs and to facilitate experiences for diverse clientele.
- ☒ Facilities Planning and Operations - The student will become familiar with physical facility planning and operations. This may include exposure to long-range planning of physical facilities as well as the layout, operation, and maintenance of facilities, equipment and supplies for everyday use in the provision of visitor and customer services.
- ☐ Other Experiences - The student should gain experience in dealing with public relations and become familiar with its related techniques, issues and problems; attend board/commission and other community meetings dealing with recreation and visitor services; and perform tasks of a routine business nature.

#### **STUDENT LEARNING OUTCOMES FOR THE INTERNSHIP EXPERIENCE**

To be developed by mutual agreement between the organization supervisor and the intern to meet the specific needs of the student intern during the internship experience.

**I. List of goals to be accomplished during internship** (provide three to five specific and measurable goals that reflect the desired learning outcomes for the experience, example: *To gain experience in the development of a risk management plan.*)

The goals for the internship will be:

- a. To gain direct experience in the development and administration of employee recreation programs and services.
- b. To gain experience in the planning and organization of tournaments.
- c. To be involved in the financial management of recreation programs and services.
- d. To be involved in the development and implementation of program evaluation procedures and methods.
- e. To gain experience in the skills necessary to effectively supervise staff.

**II. list of specific tasks to be performed during the internship** ( provide at least one task for each of the goal statements, example: *Research and develop risk management training program for part-time staff.*)

To accomplish the internship goals, the student will perform the following tasks:

- a. Scheduling of recreational events to involve a total of 325 employees in four different locations in Sequoia and Kings Canyon National Parks.
- b. Being responsible for meeting the organized recreational needs and interests of employees of all ages from 18 years through 70 years. A constant monitoring and evaluation of the recreation program will be required, ensuring group participation.
- c. Collecting, evaluating, and incorporating employee suggestions relating to recreation programming.
- d. Setting up and maintaining the recreation hall for employee use. Maintaining a regular cleaning schedule throughout the operating season.
- e. Organizing and supervising employee film nights in four park locations. Evaluating employee participation and completing nightly cash and attendance reports.
- f. Planning, organizing, and supervising employee tournaments (volleyball, ping pong, backgammon, etc.) in four park locations.

- g. Planning and creating informational articles for publication in an employee newsletter to be printed at least once every two weeks during the summer season - June 1 through September 15.
- h. Scheduling the recreation staff, ensuring coverage for the employee recreation hall and employee events.
- i. Completing and maintaining an inventory of recreation equipment ensuring that budgets are maintained with guidelines.
- j. Completing and maintaining a weekly log evaluating the recreation program. Completing and maintaining financial reports for money spent and earned for all recreation events.
- k. Compiling and revising the Recreation Manual that is utilized by the staff and department as a reference.
- l. Other tasks as appropriate.

It is our understanding that this position is included as a required Internship for Cal Poly Recreation, Parks and Tourism Administration Program. The student will be under the supervision of organization personnel during this experience.

As the organization supervisor, I have received and read the Cal Poly Recreation, Parks, and Tourism Administration Internship Manual. By signing below, the organization supervisor and student indicate they understand the following responsibilities:

#### **Student Responsibilities:**

1. Adhere to all organization policies and procedures
2. Demonstrate professional behavior at all times
3. To complete all required tasks to the best of their ability
4. To notify the Organization Supervisor and/or Faculty Internship Advisor of any concerns related to the internship experience.
5. Follow Internship procedures as outlined in the RPTA 465: Internship Manual

#### **Organization Supervisor Responsibilities:**

1. Supervise student performance during the experience
2. Review and sign student's bi-weekly reports
3. Complete the student mid-quarter progress
4. Complete the student final evaluation report
5. Meet with Faculty Internship Advisor as needed

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Supervisor's Name:  
 Position Title:  
 Address:  
 Telephone Number: ( ) -

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Date

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Student's Name:  
 Address:  
 Telephone Number: ( ) -  
 Email Address:

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Date

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Internship Coordinator  
 Cal Poly

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Date

## ***SAMPLE INTERNSHIP GOALS***

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Your internship goals should specify what you want to learn as part of your internship experience. When developing your tasks for your internship experience, there should be at least one task for every goal stated on the Organization Information and Approval Form (Form B).

Below is a sample of the possible goals to be accomplished during the internship experience:

1. Gain knowledge of the administrative management within the organization.
2. Gain direct experience in the development and administration of organization programs, products, and services.
3. Gain an increased awareness of the skills necessary to be an effective and efficient recreation professional.
4. Gain experience in the development of risk management program.
5. Gain experience in the preparation of the organization's annual financial plan, including budgeting and program fee determination.
6. Gain experience in the development of an effective market plan for the organization, including the development of publicity materials.
7. Gain experience in the development and implementation of program evaluation techniques and survey methodology.
8. Gain experience in the methods and procedures of human resource management, including recruitment, hiring, evaluation, training, and termination practices.
9. Gain experience in the planning and organizing organization tournament program.
10. Gain experience in the effective operation of organization facilities.