COVID-19: Summer 2020 Program Changes

Hours Requirement
- Reduced from 320 to 280 (6 credits) or 140 (3 credits)

Location Requirement
- Remote internships are now eligible as long as the company is based in CA, OR, WA, HI or abroad
About Menlo College

Founded in 1927, Menlo College is one of the top private four-year non-profit business schools in California. We have a clear, unique focus: deliver business education with a strong liberal arts emphasis. With a student body of approximately 700, we are able to offer small classes where students learn through hands-on, real world projects in the heart of Silicon Valley.

Students at Menlo can major in psychology, marketing, finance, accounting, or management, with management concentrations in human resource management, international management, entrepreneurship, management information systems, real estate, marketing communications, and sports management. All students at Menlo have the opportunity to complete an academic internship, which allows them to apply classroom learning to a professional setting.

Menlo College has been named among the “Best Colleges in the West” by the Princeton Review, and a U.S. News & World Report “Best Regional Colleges.” Menlo College has been awarded accreditation by the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is the hallmark of excellence in business education, and has been earned by less than five percent of the world’s business schools.
About the Internship Program

The Menlo College Internship Program offers organizations throughout the San Francisco Bay Area the opportunity to mentor the next generation of business leaders. We welcome you to join our partner organizations in recognizing that internships are a cost effective way to identify and evaluate new talent and engage with the community.

The Internship Program is designed to allow students to apply the knowledge and skills they have gained in their courses to professional settings and to explore a particular career path. Interns receive 6 units of academic credit for participating in an internship, attending an internship seminar, and completing academic assignments. Students are evaluated on their performance in the internship seminar, which is based on their internship learning objectives and their experiences in the field.

Students at Menlo College can intern at for-profit, non-profit, or government organizations as long as the internship is relevant to their field of study.

The Internship Program is run and managed by the Office of Internships, Career Services and Study Abroad (ICS).

Program Standards

One of the advantages of Menlo’s Internship Program is that the quality of the internship experience is monitored at all stages of the internship process. When a student secures an internship, an ICS staff member will call the supervisor to confirm the internship meets the program’s requirements (listed below).

Concurrent with the internship, students enroll in an internship seminar, led by a Menlo College faculty member, intended to reinforce and contextualize the learning occurring at the internship site. Seminar faculty will schedule a check-in call with the supervisor midway through the internship.

WHAT IS AN INTERNSHIP?

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

Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

— National Association of Colleges and Employers
Internship opportunities are vetted to meet the National Association of Colleges and Employer’s (NACE) criteria for a quality internship. To ensure that an experience is educational, and thus eligible to be considered a legitimate internship by the NACE definition, the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.
8. The internship must be based out of a commercial office space, not a home office or café.
9. The internship must be primarily in person, not remote or virtual. Remote or virtual work can account for no more than 20% of the work week.
10. The intern must accrue a minimum of 320 hours.
   a. Students are not required by Menlo College to make up missed time due to illness or unforeseen emergencies.
   b. Any time off for reasons other than these will need to be made up during the course of the internship to meet the minimum hour requirements.

Internship Program Dates

**Academic Year 2019-2020:** September 2, 2019 – April 24, 2020  
**Session 1:** May 18 – July 24, 2020 (10 weeks)  
**Session 2:** June 1 – August 7, 2019 (10 weeks)

Internship Credits + Required Hours

<table>
<thead>
<tr>
<th>Credit Options</th>
<th>Time Frame</th>
<th>Hours on Site</th>
<th>Academic Standing</th>
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<tbody>
<tr>
<td>6 units</td>
<td>Summer</td>
<td>Minimum 320 hours</td>
<td>Rising Senior</td>
</tr>
<tr>
<td>6 units</td>
<td>Fall + Spring</td>
<td>320 hours</td>
<td>Senior</td>
</tr>
</tbody>
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Internship Seminar

All Menlo College interns participate in a pan-disciplinary internship seminar that meets weekly during the summer and bi-monthly during fall and spring. The required evening seminar allows students to reflect on their internship experience, apply classroom learning to their internship, and learn about other organizations from their peers.

Interns will be asked to gather information about the organization with which they are interning (e.g., an organizational chart) to improve their understanding about how organizations are structured and how they function. Interns will also be asked to read local business news and industry news regularly. Interns will discuss how current events in the Bay Area and beyond are impacting their organizations and the industries in which they work.
The Role of the Supervisor

For many of Menlo students, this will be their first work experience in a professional setting. You have the opportunity to be more than a supervisor; by providing the proper structure, new learning opportunities, and constructive feedback, you have the opportunity to influence your student-intern’s career development in profound ways. We’ve set up the following processes to support you in this process:

I. Co-create an Internship Learning Plan

In the Appendix, you will find a copy of the Internship Learning Plan. This is very first assignment the students will receive through the faculty-led seminar.

Supervisors should co-create with their intern three learning objectives. What technical skills do you want them to learn? What career competencies can you help them develop? What industry knowledge do you want them to gain?

Encourage your intern to engage in multiple learning activities to achieve the objectives they set. E.g., online tutorials, formal training, informational interviews, job shadowing/observation, reading manuals, etc. The Learning Plan is a living document and can be edited throughout the internship to reflect changes in organizational priorities or intern interests.

PRO-TIP: Students at Menlo College have access to lynda.com, an online skills training platform. If your intern is working on a project that requires them to upgrade or learn new skills, please refer them to online courses at lynda.com.

II. Complete Mid-term and Final Evaluation Forms

For many interns, this internship will be their first professional experience. Providing positive and constructive feedback is important to your intern’s development and success on the job. You will be asked to complete a formal evaluation mid-way through the internship and again at the end. The mid-term evaluation should focus on what the intern can do to improve his or her performance or take on additional responsibilities during the remainder of the internship.

Although we require that each intern submit performance evaluations to receive academic credit, students do not receive a grade based on the evaluation you provide. Interns benefit from candid and specific feedback. Please make sure that you schedule a time to meet in person to discuss your evaluation with your intern.

A sample of the evaluation form can be found in the appendix. Please inform us if you prefer to use your own internal evaluation form, or have any restrictions regarding completing evaluation forms.

III. Participate in a Site Visit with a Menlo Faculty Member

Mid-way through the internship, a member of the internship program staff will request to schedule a site visit (or a phone call if distance prevents an in-person meeting) to discuss how the internship is progressing. These meetings typically last about 30 minutes, and will provide an opportunity for you and the intern(s) to share what is going well, areas of improvement, and to ask any questions.
IV. Support Your Intern in Developing Their Final Project

As mentioned in previous sections, interns will be attending an internship seminar and earning academic credit for the learning that they demonstrate through their internships. The final project for the seminar is for the student to identify one area of improvement for the organization.

This means that your intern may seek to ask you questions about the organization or the industry in which you operate. Please support them in their efforts—the more engaged you are in this project, the better their analysis and recommendations will be!

V. Help Your Intern Develop These Eight “Career Competencies”

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.
Tips for a Successful Internship

✓ Define your intern’s general roles and responsibilities prior to the start of the internship.
✓ Provide a proper orientation and necessary training at the beginning of the internship. Introduce the intern to all co-workers and/or send out a formal announcement via email.
✓ Arrange for a workspace, computer, office supplies, etc. before the intern arrives.
✓ Involve your intern in planning projects and tasks, and solicit their ideas and feedback.
✓ Ask the intern what they hope to get out of the experience and provide guidance about the necessary skills and knowledge for an entry-level employee in your field.
✓ Although most positions come with a certain amount of administrative work, create balance by providing professional level training and projects. Explain how administrative tasks support the larger mission of the organization.
✓ Interns appreciate being involved in a variety of tasks that allow them to understand how a department or organization operates.
✓ Challenge your intern with engaging and complex tasks requiring the application of their classroom knowledge and critical thinking skills. Ask for the syllabi of some of their recent core classes to get a sense of what they are learning.
✓ Providing projects and tasks with a clear beginning and end allows for a sense of accomplishment.
✓ Involve interns in professional development and networking opportunities or staff meetings, if appropriate.
✓ Although there will be opportunities to provide formal feedback at the mid-point and end of the internship, provide immediate feedback on tasks and projects as interns complete them.
✓ Establishing a regular meeting time to check in with your intern each day and/or week.
✓ Introduce your intern to other professionals in the field, to help them build a network.
✓ If appropriate, connect with your intern on LinkedIn and provide a recommendation their profile and/or write a letter of commendation/recommendation for their portfolio.
✓ Discuss full-time opportunities with your intern if you feel there is a good fit for your organization. Interns might not feel comfortable bringing this topic up in all cases.
Troubleshooting Internship Issues

On rare occasions, an internship supervisor may feel that the intern is not meeting expectations. Likewise, an intern might feel as though the internship experience is not meeting their expectations in terms of learning opportunities. These issues can often be resolved through clear communication and coaching. If the internship is not progressing as expected, we recommend that you take the following steps:

1. Ask the following questions:
   a. Has the intern received the training necessary to successfully complete the assigned tasks and projects?
   b. Does the intern have enough tasks and projects to stay busy?
   c. Have you and your intern had the opportunity to meet on a regular basis?

2. Meet with the intern to discuss their performance.

   For many students, the internship is their first opportunity to work in a professional setting. Less experienced student-interns might need extra coaching about workplace expectations and norms. If the student is having performance issues, provide concrete feedback and additional resources that will allow the intern to create a plan to improve his or her performance.

   If an intern expresses that they are not being used to their full potential, revisit the Learning Plan to ensure that the intern is able to engage in the learning activities that will allow achievement of the learning plan objectives. If you find that you are frequently out of the office, consider identifying another colleague who the intern can go to when guidance is needed and you are unavailable.

3. If you have met with your intern to discuss ways to improve performance or learning outcomes, and expectations are still not being met, please contact the internship program and we will schedule an on-site meeting with you, the intern, and one of our staff members.
Employment Issues in Internships

Paid vs. Unpaid Internships

Most Menlo College students rely on part-time or full-time jobs to pay for some or all of their educational and living expenses. Increasingly, organizations are moving away from offering unpaid internships, to recognize the contributions of the intern and to avoid potentially violating guidelines put forth by the U.S. Department of Labor.

Menlo College does not require that internships be paid. However, if you are offering unpaid internships, please ensure that the experience meets the U.S. Department of Labor Fair Labor Standards Act (FLSA) criteria for unpaid internships:

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.

2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.

3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.

4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.

5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.

6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.

7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

For more information:
http://www.nacweb.org/advocacy/position-statements/united-states-internships.aspx
Workers’ Compensation

If interns are paid by the internship organization, then an employment relationship exists and the intern should be covered for workers’ compensation insurance by the employer. In the event that the internship is unpaid, the intern may not be considered an employee. Interns are responsible for maintaining their own health insurance for the duration of their internship in the event that they are injured during their internship. Menlo College requires that all enrolled students maintain health insurance.

Liability

Organizations working with interns should maintain comprehensive general liability insurance coverage, in the event of negligence on the part of the organization. Menlo College also maintains comprehensive general liability insurance for any negligence on its part.

F-1 Visa Students

Over 15% of the Menlo College student population is comprised of international students.

Students on an F-1 Visa are legally able to intern in the U.S. through a program called “Curricular Practical Training.” (CPT).

Employers who hire international students must provide the student with an offer letter that contains the title of the position, a brief description of the position (enough to substantiate that the experience is relevant to the student’s field of academic study), and the start and end date of the internship.

The student will then bring the offer letter to their international advisor, who will then submit the proper documentation to U.S. Customs and Immigration Services (USCIS). All documentation for CPT is managed through Menlo College, and will not require any paperwork (aside from the initial offer letter) or additional cost to be borne by the employer beyond what would normally be required for a domestic student.

Equal Employment Opportunity

Interns should be treated as any other prospective employee during the recruitment and selection process, with regard to Equal Employment Opportunity laws. Students who are disabled are protected under the Americans with Disabilities Act (ADA) during their internships.

Employment Harassment

As part of the orientation process, an employer should advise its interns of the organization’s anti-harassment policies and the process for filing a complaint should harassment occur. During the internship orientation at Menlo College, students are advised to follow anti-harassment guidelines in their interactions with colleagues and others at their internship sites.
Contact

Please reach out with any questions, concerns or feedback to:

**Dylan Houle**
Director
Internships, Career Services, and Study Abroad
[contact email]
650.543.3741

**Menlo College**
1000 El Camino Real
152 Administration Building
Atherton, CA 94027
[contact page]

Resources

12 Steps to Create an Internship Program:
https://www.internships.com/employer/resources/setup/12steps

15 Benefits of Starting an Intern Program:
https://www.internships.com/employer/resources/setup/benefits

Sample Internship Job Descriptions for Popular Roles:
https://www.internships.com/employer/resources/internships
Internship Learning Plan

Name:

Internship Site:

Supervisor:

Internship Dates:

**Instructions**: Include at least one knowledge, one skill, and one professional objective on your Learning Plan. The Learning Plan will help guide the structure and outcomes of the internship experience and should be reviewed and revised throughout the semester as needed.

Your supervisor will be asked to assess your progress towards achieving these objectives during the internship performance evaluation process.

Learning objectives should be **Specific**, **Measurable**, **Attainable**, **Results-Focused**, and **Time-Specific**.

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<td>Objective:</td>
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PROFESSIONAL OBJECTIVES

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Intern Signature _________________________ Date _________________________

Supervisor Signature _________________________ Date _________________________
FINAL PROJECT: Reframing Case Study Presentation

Overview:

Reframing requires an ability to think about situations in more than one way, which lets you develop alternative diagnoses and strategies.” Multiple studies have shown that an “ability to use multiple frames [or perspectives] is associated with greater effectiveness for managers and leaders. (p. 18 – Bolman & Deal, 2013)

Your internship provides a good opportunity for you to develop your problem-solving and decision making skills, which are an important part of any effective manager’s or leader’s skill set. For this assignment, you are asked to identify a real situation in your organization and “reframe” that situation through a case study analysis.

You are responsible for creating and delivering a 10-minute case study presentation. Your case study presentation should follow this structure:

1. Introduction and description of the situation

2. Analysis of the situation from each of Bolman & Deal’s Four Frames:
   - Structural
   - Human Resource
   - Political
   - Symbolic

3. Analysis of relevant factors in the external environment that could impact the situation

4. Recommendations for addressing the situation based on considerations you identified in your four frames and external environment analysis

Selecting a Case Study Topic:

Situation topics can range from issues or problems within the organization to opportunities the organization can pursue to threats in the broader external environment. Your analysis can be retroactive, in that you make recommendations for how a situation could have been handled differently; or could pertain to a situation or opportunity the organization is currently facing. Below are some hypothetical examples:

- Your organization is considering whether or not it has the bandwidth and resources to take on a major new client
- The CEO of your company is about to retire and there is no succession plan in place
- Interns in your organization receive little supervision, feedback, or mentoring
- Morale in your organization seems low and employees are increasingly working remotely
- The executive director of your organization has just been informed that the landlord is raising the office rent by 25% and is considering the possibility of new space options for the office
- Over the past year, all of the employees receiving promotions are men. The workforce is only 30% female
- Your organization is about to adopt a brand new customer tracking system that no one knows how to use
- Your organization is considering whether or not to open a second location
• Promotion within the organization is limited because executive positions are only given to family members of the founder
• The blog post you just wrote and uploaded has angered one of the organization’s board members
• A co-worker feels threatened that you are competing with her for a new job opening in the organization
• A new competitor has taken 20% of your organization’s market share over the past year
• Your organization’s fundraiser fell short of its fundraising goal by 30%

Format and Criteria:

You are responsible for creating and delivering a 10-minute case study presentation.

This assignment will be evaluated based on your ability to:

• Clearly describe the situation and relevant details / context
• Analyze the situation from each of the four frames as well as the external environment
• Support your analysis with specific examples
• Provide specific recommendations that take your analysis into consideration
• Present a clear and persuasive case using strong delivery skills and professional audiovisuals
Menlo College Student Worker Performance Evaluation

Career Readiness Competencies

1. **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

2. **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

3. **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

4. **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

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6. **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

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8. **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.
Each question in the performance evaluation maps to one of the career readiness competencies. Rate each behavior on a scale of 1 to 10, where 1 = Never Demonstrates This Behavior and 10 = Always Demonstrates This Behavior. Calculate the average score for each competency to better understand the student’s strengths and areas for improvement.

<table>
<thead>
<tr>
<th>To what extent did/does the student demonstrate these behaviors?</th>
<th>1-10</th>
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<tbody>
<tr>
<td>1 Gather and analyze information from a variety of sources to fully understand a problem?</td>
<td>1</td>
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<tr>
<td>1 Make decisions and solve problems using sound reasoning and judgment?</td>
<td>1</td>
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<tr>
<td>1 Multi-task well in a fast-paced environment?</td>
<td>2</td>
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<tr>
<td>2 Communicate information, ideas, and data clearly and concisely so that others can understand?</td>
<td>2</td>
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<tr>
<td>2 Promptly inform relevant others when needing guidance with assigned tasks?</td>
<td>2</td>
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<tr>
<td>2 Assist with the creation of high-quality reports and promotional materials?</td>
<td>3</td>
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<tr>
<td>3 Listen carefully to others, taking time to understand and ask appropriate questions without interrupting?</td>
<td>3</td>
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<tr>
<td>3 Build strong, positive working relationships with supervisor and team members/coworkers?</td>
<td>3</td>
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<tr>
<td>3 Collaborate with others to achieve common goals?</td>
<td>4</td>
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<tr>
<td>4 Display proficiency with MS Office software (e.g., Excel, Word, PowerPoint)?</td>
<td>4</td>
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<tr>
<td>4 Demonstrate competence with relevant CRM tools and data management programs?</td>
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<tr>
<td>4 Quickly adapt to new or unfamiliar technologies?</td>
<td>5</td>
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<td>5 Motivate others by encouraging them and by building mutual trust?</td>
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<td>5 Serve as a role model to others by approaching tasks with confidence and a positive attitude?</td>
<td>5</td>
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<td>5 Exhibit maturity and self-control, even in situations involving conflict or stress (e.g., does not threaten or abuse others, either physically or verbally)?</td>
<td>5</td>
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<td>5 Use innovative thinking to go beyond traditional methods?</td>
<td>6</td>
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<td>6 Demonstrate dependability (e.g., report consistently, and on time, for work or meetings)?</td>
<td>6</td>
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<tr>
<td>6 Have an attention to detail, resulting in few if any errors in their work (e.g., accurately input data)?</td>
<td>6</td>
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<tr>
<td>6 Take the initiative to prioritize and complete tasks on time?</td>
<td>6</td>
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<tr>
<td>6 Show a high level of dedication toward doing a good job?</td>
<td>6</td>
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<tr>
<td>6 Display relevant knowledge of principles and best practices in business operations?</td>
<td>6</td>
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<tr>
<td>6 Take responsibility for their actions and quality of work without blaming others or making excuses?</td>
<td>6</td>
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<tr>
<td>6 Consistently meet or exceed goals and expectations?</td>
<td>6</td>
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<td>6 Act in accordance with the highest possible standards of ethics and integrity?</td>
<td>7</td>
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<td>7 Display curiosity; seek out opportunities to learn?</td>
<td>7</td>
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<tr>
<td>7 Show an awareness of their strengths and areas for development?</td>
<td>7</td>
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<tr>
<td>7 Accept feedback without becoming angry or defensive and use it to strengthen future performance?</td>
<td>8</td>
</tr>
<tr>
<td>8 Demonstrate trustworthiness, honesty, and high personal standards in dealings with others?</td>
<td>8</td>
</tr>
<tr>
<td>8 Treat other people, including those of different backgrounds, beliefs, and gender, with fairness and respect?</td>
<td>8</td>
</tr>
<tr>
<td>8 Keep an open mind to diverse ideas and new ways of thinking?</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: [https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/](https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/) | Questions developed by NACE and SkillSurvey