

## Synthesis of Themes from Junction-Specific Material

**Research:** what Innovate Carolina is looking for in interns, what attributes should be built into the internship, & what resources/examples point to this

The below attributes in the chart are the pillars the survey and interview questions are built to address. See below for background research/ links to research questions are based in.

Attribute	Location (w/in environment for student or w/in student)	Resource/ evidence for need from example scenario	Ideas for how this can show up & if backed by research (implementation and reasoning)
<b>Encouraging/empowering</b>	Environment	Resource: “encouraging” from <i>Ex</i> empowerment a specific term used in initial planning meeting (08/19)	Environment: <ul style="list-style-type: none"> <li>• Internship could provide the space/opportunity to for interns to facilitate events</li> <li>• Within project/task instructions, supervisors can design space for autonomy               <ul style="list-style-type: none"> <li>○ Build into learning objectives for internship</li> </ul> </li> <li>• Supervisors can continue to offer support/ answer intern questions</li> </ul>
<b>Curiosity</b>	Environment & student	Resource: IHE messaging guidelines for students	Environment: <ul style="list-style-type: none"> <li>• Project autonomy (see above)</li> </ul> Student: <ul style="list-style-type: none"> <li>• To foster curiosity in students, can build more opportunities for exploration-- “fireside chats” with Junction members</li> <li>• facilitate explicit connections with</li> </ul>

			Innovate Carolina partners
<p>Welcoming/ friendly/ relationship- building/positive /approachable/pe rsonable ;</p> <p><b>Amiable (AI)</b></p> <p><b>Hospitable</b></p>	<p>Environment &amp; student</p>	<p>Resource: IHE messaging guidelines for students <i>Ex:</i> “friendly” implied need for students to check-in guests to events (observed at AI event 09/02/2025) <i>Ex:</i> “relationship” expressed term in initial planning meeting (08/19)</p> <p>Hospitable: <a href="https://gcuc.co/being-a-host-vs-being-hospitable-why-both-matter-in-coworking/">https://gcuc.co/being-a-host-vs-being-hospitable-why-both-matter-in-coworking/</a></p>	<p>Environment:</p> <ul style="list-style-type: none"> <li>• Build in person opportunities for connection, such as monthly/semesterly lunches/socials</li> <li>• Intentionally build rapport with students in check-ins</li> <li>• Continue to be available for questions</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>• Student script-- “welcome to the junction etc.”</li> <li>• Nametags for personalization and connection (also clarity of communication)</li> <li>• Employee code of conduct</li> <li>• Incentivizing welcoming behavior--- # of something get points toward free meantime?</li> <li>• Supervisor lead by example</li> <li>• Build into description of work</li> <li>• Explicitly include in messaging of culture</li> </ul>
<p><b>Genuineness/ Trust/</b></p>	<p>Environment &amp; student</p>	<p><i>Ex:</i> “trust” expressed term in initial planning meeting (08/19)</p>	<p>Student &amp; Environment:</p> <ul style="list-style-type: none"> <li>• Opportunities for project autonomy</li> <li>• Continued opportunities for personal engagement between students and supervisors <ul style="list-style-type: none"> <li>○ Intentional meetings/lunches /catch ups</li> <li>○ Online and/or in person availability&amp;</li> </ul> </li> </ul>

			<p>proximity to supervisors so impromptu connection</p> <ul style="list-style-type: none"> <li>• Set clear expectations &amp; goals &amp; follow through on support <ul style="list-style-type: none"> <li>○ Transparency around what projects/tasks will entail, what their role, what is the criteria for evaluation or completion</li> </ul> </li> <li>• Create opportunities for celebration/acknowledgment</li> <li>• Foster a culture of openness, friendliness, nonjudgment, respect</li> </ul>
<p>Driven/ Resourceful/ Self-Sufficient/proactive/ambitious/initiative/forward thinking</p> <p><b>Autonomous; self-starter (AI)</b></p>	<p>Environment &amp; student</p>	<p>Resource: <i>Ex:</i> Expressed need of interns finding their own replacements if calling out <i>Ex:</i> implied need for students to check-in guests to events without supervision/much guidance (observed at AI event 09/02/2025)</p>	<p>Environment:</p> <ul style="list-style-type: none"> <li>• Scaffolding—right amount of support on tasks combined with the right amount of challenge to enable development</li> <li>• Build out environmental cues and/or toolkit so students are able to be self-sufficient</li> <li>• Build an explicit culture of initiative taking—encourage interns to pursue leads &amp; interests <ul style="list-style-type: none"> <li>○ Clarify which tasks need approval and which don't as the project goes along</li> </ul> </li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>• Create opportunities for students to be in-</li> </ul>

			<p>person/in the spaces of their roles so that they are familiar/comfortable enough to take initiative and act autonomously &amp; like a self-starter</p>
<b>Innovative/Creative</b>	Environment & student	Resource: mission & vision	<p>Environment:</p> <ul style="list-style-type: none"> <li>• create means in the Innovate system that invite interns into spaces/projects they want to learn about, ex. Fidelity's fireside chats</li> <li>• Align tasks &amp; roles to intern interests</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Ask students what they want to learn &amp; what projects they want to work on</li> </ul>
<b>Knowledgeable about space</b>	Student	<i>Ex:</i> implied need for students to check-in guests / be at reception desk and give introduction to the Junction (observed at AI event 09/02/2025)	<ul style="list-style-type: none"> <li>• Provide tour/pertinent information in standardized onboarding</li> <li>• have easily accessible resource about the space</li> <li>• have interns work in person more often</li> </ul>
<b>Accountability</b>	Environment & student	<i>Ex.</i> Expressed need in initial planning meeting (08/19)	<p>Environment:</p> <ul style="list-style-type: none"> <li>• suggestions box, formal supervisor evaluations</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>• Disciplinary write up if needed</li> <li>• Junction policies formalized and accessible</li> <li>• formal evaluations</li> <li>• One on one check-ins <ul style="list-style-type: none"> <li>○ Resource: work-study eval form from Sheryl</li> </ul> </li> </ul>

<b>Communicative</b>	Environment & student	<i>Ex.</i> Expressed need during progress check in meeting (09/09)	<p>Environment:</p> <ul style="list-style-type: none"> <li>• Establish regular opportunities for connection via scheduled meetings &amp; supervisor availability</li> <li>• Establish a culture of openness—let interns know in advance of things on the horizon, concerns arising, compliments, feedback etc.</li> </ul> <p>Student</p> <ul style="list-style-type: none"> <li>• Task interns with providing regular updates and/or setting the agenda during meetings</li> </ul>
<b>Reciprocal feedback</b>	Environment & student	<i>Ex.</i> Expressed need during progress check in meeting (09/09)	<p>Student &amp; Environment:</p> <ul style="list-style-type: none"> <li>• regular 1 on 1 check-in meetings between supervisor</li> </ul> <p>Environment:</p> <ul style="list-style-type: none"> <li>• mid &amp; beginning of year/semester performance evaluations (anonymized )</li> </ul>
<b>Personal development</b>	Environment & student	<i>Ex.</i> Expressed need during progress check in meeting (09/09)	<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• (Linked with above) but opportunities to network &amp; talk to Junction members – fireside chats</li> <li>• Transparency about purpose of the internship—align with learning objectives</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Expose students to many skill developing projects/opportunities--- rotate roles where possible</li> </ul>

			<ul style="list-style-type: none"> <li>• Opportunities to start/lead projects</li> <li>• Have opportunities to demonstrate learning—“presentations/meetings” of work</li> </ul>
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## Questions to guide future actionable next steps:

- 1) How do we embed features within the internship structure with the above attributes?
- 2) How do we recruit students who demonstrate the above characteristics, or how do we approach facilitating the development of these attributes?

## Interview/Survey Themes To Explore

See “Synthesis of [Themes from Junction-Specific Material Research in the Interview Protocol Document](#)”

Coming Soon: *I will be sorting the interview questions into this chart to show how questions address the themes were interested in (see student interview protocol)*

<b>Innovation Qs:</b>
<b>Encouragement/Empowerment Qs:</b>
<b>Curiosity Qs</b>
<b>Encouraging Qs</b>
<b>Amiable/Hospitable Qs</b>
<b>Genuineness/Trust Qs</b>
<b>Self-starter Qs</b>
<b>Resourceful Qs</b>
<b>Innovative/Creative Qs</b>
<b>Innovate Carolina Specific/Knowledgeable about Space Qs</b> <i>Support from IHE</i>
<i>Quality of Program</i> (opportunities and setup/streamlined)
<i>Student-internship alignment</i>
<i>Student goal realization</i>

Accountability Qs
Communicative Qs
Reciprocal Feedback Qs
Personal Development Qs

### Junction-Specific Research:

“Junction Baby-sitting binder”

Anise Student Engagement documents and materials

**Exit survey themes:** support from Junction; quality of the program (including opportunities and setup/streamlined); student development, alignment, and realization of aims; general recommendations

UNC Work-study evaluation form

Innovate Carolina messaging guidelines/branding

Innovate Carolina website

Research findings:

**Rituals, ceremonies, & myths**, are important symbolic tools in the leadership and culture-making of an organization. (Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). John Wiley & Sons.)

**Implication: create rituals, myths, ceremonies**

Employer internship recruiting on college campuses: ‘the right pipeline for our funnel’ **Katie N. Smith**,

<https://www.tandfonline.com/doi/full/10.1080/13639080.2021.1943333?scroll=top&needAccess=true>

- Recruitment pipeline: identifying target institutions and environments, campus connection points, establishing a brand, creeping recruitment timelines, targeting early students, and converting interns to full-time employees.

<https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/13639080.2019.1708869>

- We conclude that students’ insights about internships are important to consider to re-frame the employability debate to include student perspectives and experiences, to avoid one-size-fits-all approaches to internship design, and to facilitate student self-reflection.

<https://www.proquest.com/docview/2845247544?parentSessionId=RxA5m1K7hunujG%2FxaTw%2BIUOXxFPreY1s%2BjzT7PEw%2F4%3D&pq-origsite=summon&accountid=14244&sourcetype=Scholarly%20Journals>

- “mindset change programmes’ — is Junction based in design thinking? If, so, how to communicate

- Exit strat and timeline
- Regular training
- Strong mentorship program

<https://www.proquest.com/docview/2386106204?parentSessionId=CEyH9q0OkTJ7TqvK%2Fpp%2FdFxO5FrX9qoFiWObL2jJ5p0%3D&pq-origsite=summon&accountid=14244&sourcetype=Scholarly%20Journals>

Two way Continuous feedback – share out findings with students

- Feedback focused on student development
- JR: mechanism for if there are issues (motre formal eval. )

Common goals

Application of coursework

Location of spaces & ability to network

Workload expected

Help with future connections/transitions—resume, networking, letters of rec, workshops offered by junction, connection to people in related-fields internally etc.

Trust, collaboration, needs understanding

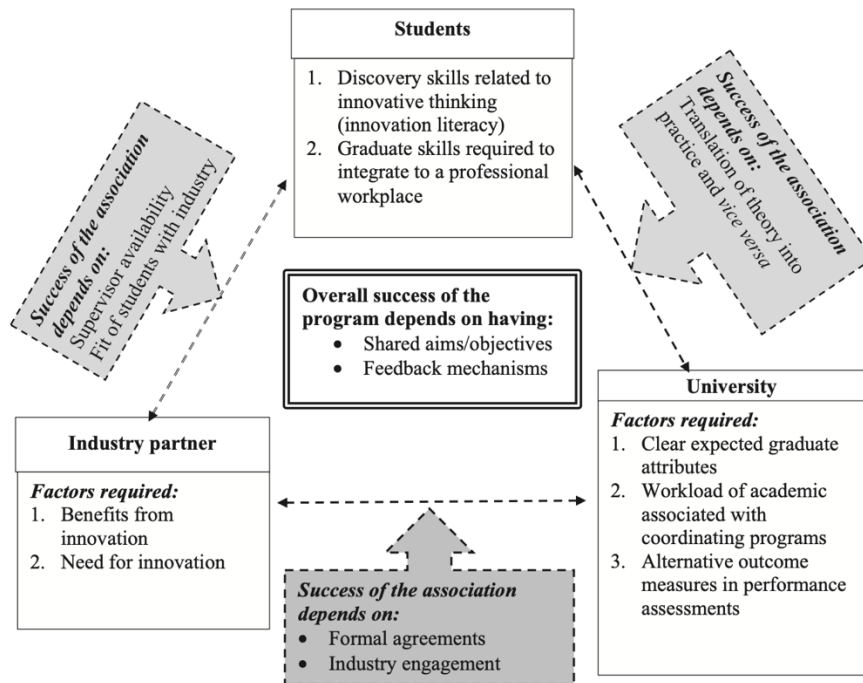
Reflexive practice from skills bringing in from major and those trying to develop

- JR: how can we learn what students are learning about and give them an opportunity to incorporate?--- maybe onboarding survey of preferences, type of work interested in

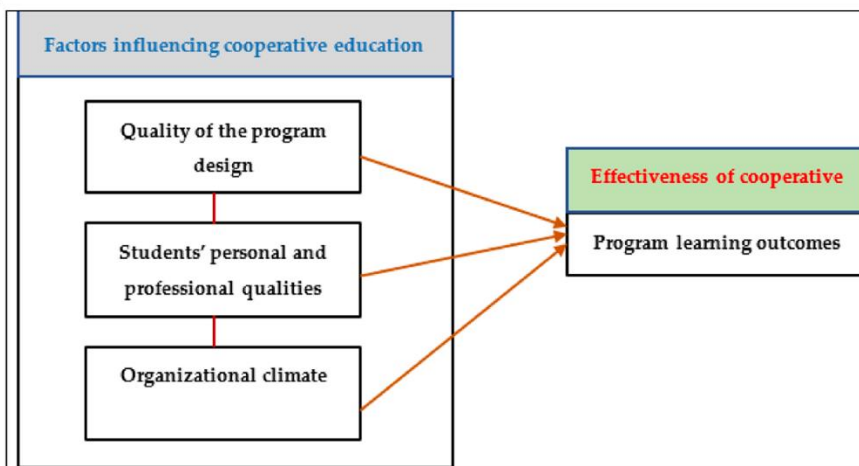
EXPECTATIONS, AIMS, AND OBJETIVES WITH SAME MESSAGE TO ALL  
STAKEHOLDERS

- Personal aims
- Professional aims
- Organizational aims

Face to fact contact hours



Kassem, H.S.; Al-Zaidi, A.A.; Baessa, A. Effectiveness of Work-Integrated Learning Partnerships: Case Study of Cooperative Education in Agricultural Tertiary Education. Sustainability 2021, 13, 12684. <https://doi.org/10.3390/su132212684>



	B1. College
O1	The college conducted a periodic follow-up in the workplace.
O2	The college provided a preparatory course to introduce the co-op before starting it.
O3	The administration supported my requests regarding the co-op program.
O4	I could choose the training locations according to my preferences.
O5	Clear objectives that should be achieved by the end of co-op program were set.
	B2. Host organization
O6	My co-workers treated me with respect and appreciation.
O7	The entity conducted a periodic follow-up for students in the workplace.
O8	I got a certificate after finishing the co-op program.
O9	A business card was quickly issued.
O10	I was treated as an employee in the entity with specific powers.
O11	Convenient places were available for me in the entity that I joined.
O12	The coaching body gave me the confidence to perform the tasks without a supervisor.
O13	The entity allowed me to be trained in various departments within the entity.
O14	Managers empowered, motivated, and valued employee suggestions.
O15	The entity allowed for the filming and photographing of technical tasks during the training period.
O16	The working hours were representative of life in the agriculture industry.
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Q1	The design of the co-op program was aligned with my educational needs.
Q2	A co-op program was conducted in more than one entity to ensure a diversity of experiences.
Q3	The criteria by which students are evaluated were announced and clarified before beginning the co-op program.
Q4	The training contents were designed based on the training objectives.
Q5	The assessment of the co-op program was based on the acquired knowledge and skills.
Q6	The co-op program was carried out in more than one department within the entity joined.
Q7	Evaluation of the co-op included measuring the most important strengths and weaknesses.
Q8	Student expectations and concerns were discussed before formulating training objectives.
Q9	The training period in the entity was sufficient for practical benefit.
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P1	I felt more motivated to gain the knowledge and skills required during the training period.
P2	I was serious and disciplined during the training period in the entity.
P3	I felt proud and honored to be trained in agricultural agencies related to my specialization.
P4	I handled the pressure at work effectively.
P5	I dealt professionally with difficult personalities in the workplace environment.
P6	The courses delivered at the college assisted in improving my understanding of some aspects of the work in the entity I joined.
P7	My level of English language proficiency allowed me to do tasks effectively and facilitated my communication with the employees in the entity.
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Overall mean	
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L1	I could rely on myself to perform the job duties.
L2	I got high satisfaction from the supervisors about the assigned job tasks.
L3	I acquired new ways and methods for solving technical and non-technical business problems.
L4	I developed communication skills with my colleagues.
L5	I learned about future work patterns in the field of specialization and job requirements.
L6	I increased my knowledge of quality systems and standards.
L7	I learned how to make non-routine decisions in the work environment.
L8	I improved my report-writing skills.
L9	I learned appropriate decision-making skills for different business problems.
L10	I developed time-management skills.
L11	I increased my interest in the educational material in my major.
L12	I improved my understanding of the courses to a large extent.
L13	I understand safety regulations and professional standards.
L14	I enhanced my learning by integrating theory and practice.
L15	I am familiar with modern techniques and technology used in the field of work.

<https://www.proquest.com/docview/2533653844?parentSessionId=i6LV%2FeN3RDtVM58W0E qb7AS9EGnrXXoLLRF2Iq5yCho%3D&pqorigsite=summon&accountid=14244&sourcetype=Scholarly%20Journals>

“get factor”

value

attitudinal loyalty

[https://journals-sagepub.com.libproxy.lib.unc.edu/doi/full/10.1177/10538259241279765?utm\\_source=summon&utm\\_medium=discovery-provider](https://journals-sagepub.com.libproxy.lib.unc.edu/doi/full/10.1177/10538259241279765?utm_source=summon&utm_medium=discovery-provider)

importance of interaction frequency in the development of high-quality intern-supervisor relationships and intern-supervisor differences in evaluating the relationship. Guiding both interns and supervisors to develop relationships can benefit interns' professional growth and better address employers' recruitment needs through college internship programs.

increasing the amount of time spent together has a positive impact on the quality of the relationship for both supervisors and intern

Interns' perceived career support was positively related to their development in professional identity.

<https://www.proquest.com/docview/237022157?accountid=14244&parentSessionId=ki4nVoIyScZ5ibdQg0XDMD2UxZUA3fRbu093y9mhFI0%3D&pq-origsite=summon&sourcetype=Scholarly%20Journals>

Recommendations: info about internship on website, early and junior student, standard internship contract

<https://www.proquest.com/docview/2396534755?parentSessionId=PevKT%2BPWhHxM0yQYnbq0LbHN4mNQuUTws9yR4pL879k%3D&pq-origsite=summon&accountid=14244&sourcetype=Scholarly%20Journals>

Barriers to access—needing to work at other jobs to afford, courseload—

- JR: advertise that paid internship (if it is) and flexible related to course load

<https://careers.usc.edu/resources/develop-an-effective-internship-program/>

### **Purpose**

### **Characteristics**

### **Guidelines:**

#### **Goal Setting**

Assess the organizational needs and determine what you hope to gain from an internship program

Define the aspects to make an internship an educational, interesting, and rewarding experience

Develop individual expectations, goals, and learning objectives for the intern

Communicate program goals with your team to ensure the organization's commitment

#### **Initial Preparation**

Draft a job description that clearly explains the duties required of the intern

Review the organization's ability to provide assignments, equipment, and compensation

Build a pipeline of student candidates to potentially convert to full-time employees  
Invest time in interns through selection, training, supervision, and evaluation  
Identify a staff member who would enjoy and benefit from mentoring an intern, who is committed to and capable of providing structure and insight in addition to constructive feedback  
Discuss upcoming intern projects and activities in addition to the time commitment

## **Intern Training**

### *During an Internship*

Orient the intern to your organization; acquaint the intern to the mission, vision, and policies of your company (un/written and un/spoken) along with team introductions  
Set specific professional and career goals for the internship  
Teach the intern about the working world and consider serving as a mentor  
Explain the organizational structure and illustrate the company culture  
Schedule a formal meeting to discuss progress and expectations for your projects  
Provide other colleagues with background information about the intern's projects, responsibilities, and schedule  
Discuss projects regularly and expected outcomes (decide on start and end dates, in advance)  
Schedule a mid-semester evaluation and an exit interview to provide a forum for constructive feedback and questions

## **General Resources**

### **Virtual Resources**

<https://www.nacweb.org/talent-acquisition/internships/key-items-to-document-for-your-internship-program/>

Things need to document: mission statements, required activities to achieve, who is responsibility for each activity and how carried out, standards, compensation structure, marketing program, summary of performance

<https://www.proquest.com/docview/2213871634?accountid=14244&parentSessionId=od2wCh4nruPRpm%2FrCL4YdEADc7b18WFHqQUU1D87Bqo%3D&parentSessionId=sb13v23BFtp2j1vnyjNL6pbK8JqreoHtDI%2FY%2FxVZdZM%3D&pq-origsite=summon&sourcetype=Scholarly%20Journals>

Work value: intrinsic versus extrinsic

- *intrinsic orientation*: interest, creativity, expertise development,
- performance, and application of learning; (2) *Extrinsic orientation*: income,

- welfare, right & status, prestige, friendship exchange, being respected, service,
- and cooperation opportunity; (3) *Integrated orientation*: opportunity cost, life
- meaning, self-fulfillment, independence, responsibility

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adaptability

quality of supports, learning experiences, environments,

boundaries of agency: availability of tasks, access to resources, support of supervisor

collaboration measures for all involved

<https://www.naceweb.org/talent-acquisition/internships/toolkits-provide-key-information-to-interns-managers/>

toolkit of FAQs

Managers: Includes first-day experience and managing your intern checklists; information about program elements such as onboarding, mentoring, benefits, payroll, and the project fair; and a schedule of events; key resources and contacts

Intern Toolkit—Provides interns with an overview of the company and its programs, and details about its values. information on what to expect and what is expected of them in terms of mentoring, taking charge of their career, building a personal brand, managing their future, socializing, networking, intern events such as the project fair, and benefits. lists key resources and contacts that are available to them.

<https://ecc.ku.edu/starting-and-maintaining-quality-internship-program>: inspiration

<https://www.careereducation.columbia.edu/resources/10-tips-make-most-internship>

Coffee chat with supervisors

Project tracking sheet/place to upload—accountability

<https://www.forbes.com/sites/jenniferlotito/2023/07/11/maximizing-your-summer-interns-5-tips-for-building-a-successful-internship-program/>

- facilitate mentorship pairings

<https://www.odnetwork.org/page/global-framework>: attributes

<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined: attributes>  
<https://naceweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>

- maintain contact post internship
- orientation for full team with new program

<https://research.ebsco.com/c/xo5gt6/viewer/pdf/vapuhyrvkj?proxyApplied=true>

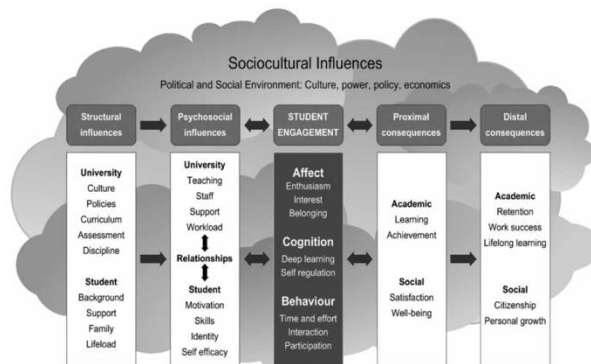


Figure 1. Conceptual framework of engagement, antecedents and consequences.

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- understanding of industry
- Relationship with other employees v other interns
- JR: relationships with customers
  - desired relationship with junction members?
- Guidance and instruction, care from mentors
- Distance to internship

[https://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S2071-078X2023000100044&lng=en&tlng=en](https://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-078X2023000100044&lng=en&tlng=en)

Confidence

[https://adincsurvey.azurewebsites.net/#/nctwcs/2024\\_NCTWCS](https://adincsurvey.azurewebsites.net/#/nctwcs/2024_NCTWCS)

Good place to learn

Trust and mutual respect

Comfort raising issues

Look forward to working

loyal

Proud to work

Leadership: clear expectations, clear vision, knows what's going on with my work, helps set actionable goals/specific feedback to improve, culture of \_\_ (trust), looks out for wellbeing, effectively manages daily operations, use data to organize/plan/set/goals; questions about facility and resources (general; could be how does it impact internship experience)

Wouldn't want to work anywhere else

Immersion Qualtrics Qs: overall satisfaction, sense of belonging, regard to be a community, recommend?, open communication encouraged, academic and professional opportunities, network enchantment, clear goals for me & for the program

[https://richmondcc.edu/sites/default/files/employer\\_guide\\_to\\_internship\\_program.pdf](https://richmondcc.edu/sites/default/files/employer_guide_to_internship_program.pdf): how to guide

Need to know document/orientation—jargon, org. structure, dresscode, processes, meeting/events, etc.

Access to supervisor