



PKSOI PAPERS

Smart Research: Leveraging Interns and Fellows to Enhance your Research Program

Karen Finkenbinder and Richard Parsons



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Leveraging Interns and Fellows to
Enhance your Research Program**

**Karen Finkenbinder
Richard Parsons**

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Lastly, to our interns – the 100+ of you that have entered our doors and helped us refine the program after each semester. Thank you for your hard work, candidness, and willingness to help us improve. We love hearing from you and follow your careers with great interest. We expect great things from you.

FOREWORD

The Peacekeeping and Stability Operations Institute (PKSOI) has always embraced a whole-of-government, interagency, and comprehensive approach as part of its innate philosophy. PKSOI's Internship Program was a natural outgrowth of this holistic approach reflected in the wide array of academic disciplines and institutions of our interns. For all their diversity, our interns are uniformly enthusiastic and bring a hunger to make a real difference with their endeavors. Since the inception of the program, these bright young men and women have made a profound impact on PKSOI's research capability.

The success of PKSOI's program led to requests from other institutions for assistance in establishing a similar internship venture. In response to these repeated requests, authors Karen Finkenbinder and Rick Parsons have captured their collective wisdom to build and sustain a program to leverage the talent available from intelligent and engaged college students.

Karen and Rick cover the full spectrum of considerations for a successful internship program from research goals, to working environment, to the humble administration so necessary for any such endeavor. In the end, our authors continue to emphasize the need for meaningful and relevant projects for the interns. As the quality and quantity of projects increase, so too does the relationship with the sponsoring faculty. Likewise, our authors observe - the easiest way to extinguish the flame of inspiration is with a preponderance of menial tasks or "make-work."

It is our pleasure to publish this guide as a primer to establish a vibrant internship program using the vast array of talent available in today's students. We expect great things from these promising young men and women. After all, the future of a peaceful and stable world will eventually rest on their shoulders.

Cliff D. Crofford, Jr.
Colonel, U.S. Army
Director, U.S. Army Peacekeeping
and Stability Operations Institute

ABOUT THE AUTHORS

Karen Finkenbinder is the Chief of Research and Publications at the Peacekeeping and Stability Operations Institute. She spent a career in civilian policing before moving into academia. As one of a myriad of duties, she developed the PKSOI internship program and has seen it grow from a handful of students to the large program it is today.

Rick Parsons was the first PKSOI Senior Intern. He is a certified high school teacher and is currently in graduate school, working toward a Master's in Public Administration. Rick arrived two weeks before the remainder of the interns and he was exceptional. As Karen notes, she wished she had thought of the idea of a senior intern much earlier.

INTRODUCTION

The word *smart* is thrown around a lot these days. We have *smart* power, *smart* policing, *smart* management, *smart* children – okay, ignore the latter. All of our children are *smart*, we know that – they are our progeny so they must be *smart*. The one that all of the *smarts* have in common, with the exception of our children, is that they integrate the traditional with the innovative; though, I suspect some of our children may do that too! *Smart whatever* does more with less.

Smart power “invests in alliances, partnerships, and institutions to expand American influence and establish legitimacy of American action.”¹ Joseph Nye, noted in an interview that “*smart* power is about tapping into *diverse sources* of American power, including our soft power, to attract others.”² *Smart* research is all about using diverse sources too. An essential element of *smart* power is its de-constructionist and reconstructionist nature – it takes parts and puts them together into a new whole.

The Bureau of Justice Assistance (BJA) created a Smart Policing Initiative (SPI) which awards grants to law enforcement agencies exploring *new, unique* solutions to public safety problems.³ It too focuses on *innovation, moving away from the status quo and looking at problems differently*.

Smart has long been a mnemonic associated with setting objectives. In a seminal article found in *Management Review*, George Doran proposed goals that are specific, measurable, attainable, relevant and time-based.⁴ Different variations abound. Like *smart* policing, *smart* management is about outcomes, not outputs – *it is about being effective and efficient*. And, that, in a nutshell, is the genesis for this paper. We

think our use of interns is a unique way to enhance our research agenda and provide opportunities for the best and brightest college students to experiment and use their skills and interests in novel ways. And after many renditions of interns, we believe we have an effective, and now, efficient internship/fellow program.

This paper is divided into two parts. The first part deals with the general issues surrounding an internship program. It answers such questions as: What is an intern or fellow? Where do you find them? What are the requirements? What do they do? What are the legal considerations? What are the security issues? The second part is what we call a “How To” section. It is the nuts and bolts of starting an internship program. It is also the boring part, though efforts have been made so it doesn’t read like the U.S. tax code.

We started our internship with four interns in the summer of 2009. It has grown so that in each semester we have approximately 20 interns, give or take a few. At press, we have had more than 100 interns come through our doors.

We⁵ are often asked to assist other organizations in establishing a program. It is not that we have some magic formula but rather we have, through trial and error, found a system that works. And, we want to share it with you so that, hopefully, you need not have to reinvent the wheel. After all, we are trying to work *smart*, sharing what works and having a selective case of amnesia for what did not!

SECTION I

What is Research?

Research is simply a process or structured approach to learning about and understanding the world.^{6,7}

One of us has a plaque in the bathroom depicting a slightly overweight, older woman, sitting on an easy chair, eating bonbons, with the caption, “Insanity is doing the same thing over and over again and expecting different results.” The quote is attributed to Albert Einstein⁸ whom we always thought was a pretty smart guy. Unfortunately, we sometimes seem to have a program or policy *du jour* that promotes change for change’s sake. Sometimes programs or policies do work, and good implementation research will demonstrate that. But, perhaps a program or policy does not work to the level of success we want – then we make changes that may, or may not be, based upon any rational, well-thought out plan. How many times have you seen change that has unintended second and third order effects? In our world, that is one consistent thing we see – changes made without recognized and anticipated consequences.

An often touted example in development circles, that bemoans the “greening of development,” relates to soldiers constructing wells closer to the village. E.g.: Soldiers are stationed in a geographic area that finds women at risk as they travel to get water so their solution is to dig a well next to where the women live. Problem solved! Well, perhaps – but the unintended consequence is that the social fabric of the community is affected because the women no longer have the opportunity to connect and engage in conversation. It

was a problem, but the solution was not the best one.

Some programs are created because of an “identified problem” but such a solution may be a “one size fits all” solution. What works in one geographic area or one culture may not work outside such parameters. And research, like our favorite cartoon character, Underdog⁹, arrives to save the day.

It seems that within the military, lessons learned (sometimes called lessons indentified) often take the place of research. Though lessons learned are valuable as they often *do* identify problems, describe trends, and propose possible solutions – they can fall into the trap of being generalized to all situations. What does this mean? Just because in one place in time, x happened – doesn’t mean that x happens in all places at all times. We call this being an “ n of 1.” In statistics, N is the population in question (e.g. Army colonels in Afghanistan) and n is the sample (e.g.: 15 randomly selected colonels in Afghanistan). In good research, those 15 colonels’ experiences will be applicable (generalized) to all Army colonels in Afghanistan. Sometimes a student¹⁰ arrives and believes his experiences are THE explanation for all that ails the Army but, without research, that belief can be hubris. However, if a student finds, through a structured process that a scientifically selected sample of colonels’ observations are consistent – that might well explain the issue in question.

Research, just like writing, should probably start with something interesting. How do researchers identify topics and problems to research? After all, there are only so many resources. The world is full of problems and frustrations. It can be quite complex to identify a REAL problem or research gaps worth researching. Ask any student trying to write a Master’s thesis or Doctoral dissertation!

- Lessons Learned – Remember those lessons learned sites? They are wonderful places to start looking for research questions and gaps;
- Literature Review – Though a literature review is usually the next stage of a research project¹¹, it is also fertile ground for finding research questions/gaps;
- Communities of Practice (COPS) – COPS pop up all over the place but never when you need one (pun intended)....seriously, just about every area has its own community of practice and when you find them, you will often find discussions that bemoan the lack of research in some area.
- Requests for Proposals – Places that have money (like federal agencies, at least for now) usually announce solicitations for research proposals. They usually do not come up with these topics in a vacuum but rather have vetted their plan through some kind of subject matter expert (SME) review.
- Academia – Similar to COPS, you can check out what is coming out of academia – who is writing what? Check the major conferences (ASPA, ISA, etc.) for themes, calls for papers, etc.
- Practitioners – What do you hear from the field? Sometimes, a quick literature review reveals that the issue has been or is being addressed and in what ways.

Just because a research question has been addressed does not mean it should not be looked at again. Different methodologies may find different results or add more understanding to a phenomenon. One reason we like using interns and fellows in our

own research agenda is precisely because they look at the world differently than most senior Army people. Differing perspectives can yield quite different findings.

Just a word about quality – there is a lot research out there, in everyone’s field, and much of it is not useful. Victoria Herrington¹², known for her work in policing, provides several suggestions to consumers of research. First, use a search engine that identifies scholarly works (such as GoogleScholar) so one can check the number of times the paper is referenced or cited in other works, often a good indication that a paper is a seminal work; second, determine who the researcher is and what his or background includes; and lastly, look at who funded the research.¹³

What is an Intern?

An internship is a period of supervised training required for qualification for a profession. It follows a specified number of academic credits or years.¹⁴

Therefore, unsurprisingly, an intern is one who performs an internship. We limit interns to currently registered graduate and undergraduate students from accredited colleges and universities that are recommended by their Institution’s faculty. Most colleges and universities have some kind of internship requirement; however, we do not limit our interns to only those that have such a requirement. Students that “go the extra mile” are not ones we want to discourage. A student with enough initiative and chutzpah to seek out an internship, when not required to do so, often brings energy and enthusiasm that may be lacking in someone “just checking a block.” And an organization

in which the average age is well over 40, we need all the energy and enthusiasm we can get!

What is a Fellow?

A fellow is an honorary title carrying certain privileges awarded to a post-graduate student.

We actually divide our Fellows into two categories. A Junior Fellow is a doctoral candidate that is working on his or her dissertation research (ABD). Other doctoral students, that have not completed their comprehensive examinations, are considered interns. We had a doctoral candidate from one university author two monographs and act as a resource for students while being a “junior fellow.”

Senior Fellows are those professionals that have extensive experience in their career field and collaborate with us for a short (length of a project) or long-term basis (usually two years). For example, we had a Colonel from the Egyptian Federal Police that was brought to the U.S. by the Department of State as a Humphrey Fellow. After his program ended at the host university, he came to us for a summer to assist with human and child trafficking training materials. And we continue to maintain a collegial relationship with him, sharing training materials and best practices.

Fellows are quite different than interns in that we do not recruit Fellows. Fellows come to us – usually because of their research interests – and we negotiate a relationship that often is formalized into a fellowship. Because of this, recruitment considerations are unique to interns.

Where do you find them?

There are three common methods for finding interns: academic engagement, advertising, and word-of-mouth (WOM).

Academic Engagement: The first, and most common, is through academic engagement. Most organizations like ours are already connected to various colleges and universities. Likewise, organizations within the Department of Defense (DoD) are already affiliated with their branch's service college. These are good places to start. We suggest working with who you know, at least in the beginning. Don't worry, this isn't like renovating a house together, you will still be friends and colleagues after the internship. We have not lost any yet.

Many of us engage with colleges and universities for conferences, within our communities, and through our own children, those very *smart* children. Because of the nature of what we do, we tend to gravitate toward educational institutions that have two very different academic majors – peace/justice studies and security studies. Within those two majors are a plethora of research possibilities and a lot of fun watching disparate cultures learn to understand each other, not unlike watching DoD learn to understand organizations outside of DoD.

Many highly-respected research institutions conduct research through grants and contracts from the Department of Defense (DoD). And though many of these projects are completed in the Science, Technology, Engineering and Math (STEM)-focused sectors of the universities, most of the same universities have a broad range of college majors that may fit nicely with

your core functions. A Tier 1 research university may be known for its scientific research but it also, more than likely, has a crack political science department too. It also may have a wonderful athletic program but as we cannot use interns for Jim Thorpe Sports Days,¹⁵ we don't recruit them.

Lastly, academic engagement conducted at conferences is another great way to let it become known that you have internship opportunities. The International Studies Association (ISA), American Political Science Association (APSA), and others have large annual conferences with numerous academic institutions represented. Many attendees gladly take information back to their respective schools and their career services offices will love them for it.

Advertising: In today's world, there are a variety of free ways to advertise. If you have a web site, start there. It is simple to create a brochure using a program such as Microsoft Publisher® or Word®. The difficulty lies in creating the content.



Figure 1: PKSOI Intern Brochure (side 1)

When developing any advertisement, it is important you try to anticipate what questions they may ask. As you look at the brochure, you see a requirement for a writing sample: “*a writing sample demonstrating writing and analytical abilities.*” If we had a dollar for each time a student has contacted us and asked, “How many pages do you want?” - We might be sitting on a tropical island, imbibing fruity drinks and listening to Jimmy Buffet music! The qualifier is “demonstrating writing and analytical abilities.” Some things just do not need further explanation, yet we find ourselves explaining them over and over. Social media, such as Facebook®, Twitter®, and other sites are also good places to advertise.

Academic institutions have an office that manages their students’ internships, usually, called something along the lines of “career services.” They normally have their own system of within-college advertising and are often very happy to post internship opportunities on that network. Similarly, they have career fairs that are wonderful places to interact with faculty, staff, and students.

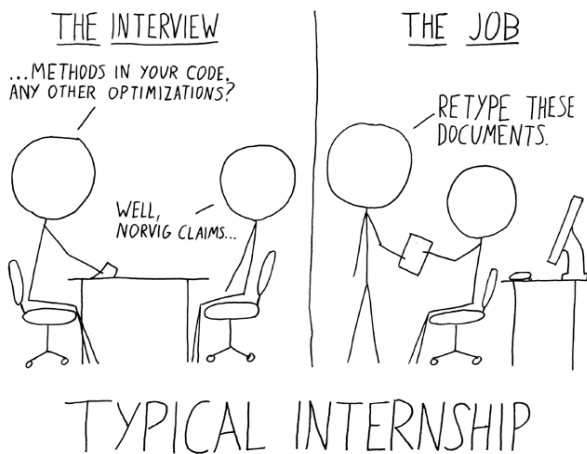
Lastly, if you, unlike us, have a budget that allows for advertising, you can see use more traditional methods such as advertisements in student newspapers and magazines, flyers posted on bulletin boards (virtual and physical), placards in the school dining halls and sponsorship of school activities, particularly those related, in some way, to your mission. And don’t forget the R.O.T.C. departments! The Professor of Military Science (PMS) at a particular school may have some great ideas for advertising venues.

Word of Mouth (WOM): Never underestimate WOM. You may have noticed the world is shrinking. In our world, time is also going faster but the interns

tell us this isn't really so (remember, our average age here is over 40 – and then some). But back to the point, today's college students are much more connected, at least technologically, than previous generations. We can debate the quality of these relationships, particularly when watching a young couple cross their college grounds, hand in hand, lovingly looking in each other's eyes as they text someone else..... But, one thing is certain – they¹⁶ share a lot of information. The grapevine has always been a powerful tool (and a good song) yet today's grapevine is on steroids. If an internship is a good one, it will be out in cyber-land for all to see. As stated before, we went from 4 to over 20 per semester and much of that can be attributed to WOM.

What do they do?

Traditionally, interns brought into organizations were given the most basic tasks to perform.



**Figure 2: Typical Internship,
Courtesy of Google Images¹⁷**

And that is still true in some places, because we hear it from our own interns when they talk about their other internship experiences. That is not the case here. The number one rule is that each intern must be given a *real* assignment, not “make work” and, most often, that project is a real research project from our or a collaborator’s research list. And, to ensure we stick within the legal recommendations (covered later) these are projects that would not otherwise be completed.

Interns are selected for projects by matching their knowledge, skills, and abilities (KSAs), as reflected in their application package, to specific projects. Sometimes, projects will have research teams, each team member bringing particular KSAs to a project to allow for the creation of the best product. As teams are created, we try to balance graduate and undergraduate students to balance skills and life experience. It is also the opportunity for the graduate students to develop leadership skills.

In the spring of 2012, we had nineteen interns divided into ten projects. Some of the research assistants worked alone creating individual papers but most worked in teams. Three of the largest projects were created for outside organizations. One was created for an international professional association. All projects required some kind of “deliverable” and most required the interns to brief senior staff. At the conclusion of the semester several of the papers were nominated for inclusion in the *2011-12 Intern Anthology*, a volume in which each accepted intern’s project becomes a chapter; thus, providing them credit for a publication. How many internships do that? Not many!

There are occasions where interns are given operational projects (such as working in the Army Training System or acting as a note taker for a special conference) but this work is balanced with other opportunities such as a visit to Washington, D.C. to participate in a collaborator's training or exercise. We try hard to ensure interns experience the full range of Bloom's Taxonomy.¹⁸

The key takeaway is that all intern projects are real, they are not make-work, and they are intended to teach, allow for real employment experiences, and encourage collaboration with fellow interns, staff, and other organizations; thus, replicating a whole-of-government, interagency, comprehensive approach.

What are the Legal Considerations?

As with any aspect of American life, there are legal considerations. In 2010, the New York Times published an expose of internships, *The Unpaid Intern, Legal or Not?*¹⁹ As our interns are unpaid, this immediately raised concerns. Apparently, several businesses use unpaid labor in such a manner and to such a degree that Charles Dickens, if alive, would have fuel for a new serial publication. One of the student's quoted in the NY Time article, Ross Perlin, later wrote his own book, *Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy*.²⁰ Recently released, Perlin's book is, at best, unflattering and it is clear he, and many others, did not have good internship experiences.

Such attention forced colleges and universities, as well as Federal and State governments, to look at unpaid internships with a more jaundiced eye. The bottom line is that most of the "rules" apply to for-

profit organizations, and do not apply to the Department of Defense²¹, though it probably applies to contractors within DoD. In short, an internship should be “largely a benevolent contribution to the intern.”²² But, again, these rules were focused toward “for profit employers. That said, even if the rules do not apply, a common-sense approach suggests that it is wise to follow the *spirit of the law* and regulations in question.

There are six federal criteria for trainees (interns):

1. The training, even though it includes actual operation of facilities of the employee, is similar to what would be given in a vocational or academic institution;
2. Training is for the benefit of the trainee;
3. Trainees do not displace regular employees but work under their close supervision;
4. The employer that provides the training derives no immediate advantage from the activities of the trainee and, on occasion, the employer’s operation may actually be impeded;
5. The trainers are not necessarily entitled to a job at the conclusion of the training period; and,
6. The employer and trainee understand that trainees are not entitled to wages for the time spent in training.²³

Clearly, these regulations are focused on those businesses that bring in workers for training and then hire those that successfully finish the training. That is not the intended purpose of our internship program. We do not hire any of them. So far, out of approximately 100 interns, three were hired by contractors they met as interns. One intern was hired by another government agency while an intern; however, the hiring process began weeks before she was selected as an

intern. Many other interns were later hired by think tanks and other government agencies and credit their intern experience as crucial to their resume but there was no direct link to the internship.

All of our internships are unpaid, though some schools offer stipends and we assist interns in obtaining such stipends by providing documentation and other letters as required. We do not, however, receive regular funds or regularly dispense any funds related to the interns. When money gets involved, red-tape follows and we do not have adequate staff to deal with the complexities.

We are often asked if interns should sign some kind of legal waiver for the duration of their internship. We have discussed it but, as of yet, have not instituted any such requirement. We require their academic institution to “sponsor” them, in part to balance any legal liability. We have Memorandums of Understanding (MOUs) with several of the colleges that supply interns. As part of each MOU, internships are mentioned. One of the areas we are more concerned about is any travels to Washington, D.C. and other places using Army transportation and we will, more than likely, require a waiver for those kinds of extraordinary events. As it is likely the greatest danger an intern faces here is a paper cut, as long as we can avoid it, it is doubtful we will require a waiver just to become an intern.

What are the Security Issues?

Security – is increasingly important on several fronts. First, you want to ensure the safety of your installation, organization, and staff. Second, you want to ensure the safety of your interns. This should be

a no brainer; however, in today's work environment, not necessarily so.

When we first started doing this, we waited until interns arrived to conduct any kind of security screening thinking that if they are registered students, recommended by faculty, there should not be any issues. Wrong! There are many students on college campuses with criminal histories, not that such a history should necessarily keep one out of an internship as it certainly depends on the type of crime committed in one's past. Though in the past, all crimes committed by a young person were "water under the bridge," that is no longer true, particularly after events like Fort Hood's²⁴ shooting.

How do we check backgrounds? First, our Garrison issues *Identification Cards* to interns. The application forms are prepared and mailed to us before the interns arrive. These are Garrison-ID's, not traditional military ID's, and they allow them access to the Post, Gym, Pool, etc. As part of this application process, the Department of the Army Police process the intern through the FBI's National Crime Information Center (NCIC) and the Pennsylvania Commonwealth Law Enforcement Assistance Network (CLEAN). These checks will uncover all adult and any serious juvenile offenses. Any violence or weapons-related offenses are an instant "not eligible."

Second, all social network sites are checked for any red flags related to violence or weapons. No, we do not force interns to give us their passwords. But, a Google search can uncover a lot.

Lastly, we have a zero tolerance policy for violence. Any threats, intimidation, bullying or sexual harassment is not tolerated and interns are removed from the program and escorted off-post. We have had

to do that once in three years. The best approach, we found, is to clearly spell out the rules in the initial correspondence, covered in great detail in Section II, and then vigorously enforce the rules.

Lastly, we focus on criminal background and behavior that may lead towards dangerousness. We are not focused on personalities. Some students are reclusive and shy and that does not make them dangerous. We all can't be the life of the party and a wise person once said, "The world needs all kinds of folks."²⁵ More about that later!

SECTION II

The “How To” Section

Yes, this is perhaps the boring section. No matter how exciting one tries to make it, short of creating an MTV-like video presentation, there really is not any way to make this other than what it is: a step-by-step guide to creating the program. Sorry! Grab a cup of coffee (or other preferred beverage though we do suggest something caffeinated, if permitted) or two and be prepared for information overload. We have provided samples of many of documents discussed - all the names were changed - just in case you thought we actually had interns named Adam Apache and Harriet Harrier.....

Projects

Perhaps the most important element to a successful internship is the assigned project. As the concept for the program was developed, we were determined that interns would be given real projects and would absolutely not, under any conditions, be brought in for manual labor. This means that staff must provide projects about a month before interns are selected (Summer: Mid-March; Fall: Mid-June; Spring, Mid-November). Interns are selected for specific projects - no project, no intern.

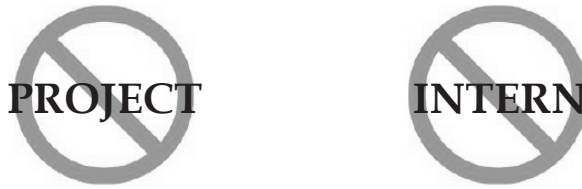


Figure 3: No Project, No intern

This system has several advantages. First, the staff member that creates the project becomes the intern supervisor. Second, in coordination with that supervisor, interns create a work plan that manages their time and projects milestones and deliverables for the duration of the internship. Third, the supervisor becomes the evaluator for the intern's performance.

Most projects become group projects. This also has built-in advantages. Group projects allow for a "lead" intern and allow some management opportunities. As we have graduate and undergraduates assigned, this usually means graduate students are assigned to lead research groups.

As projects are received, a spread sheet is created that lists the projects, supervisor, etc. It becomes the most important "tracker" for the semester. It has the information needed to create the "Intern Bio Book" which we will discuss later. *See the Intern Master List: Summer 2012 in the Appendix.*

Application Process

As the intern brochure describes, applicants are required to prepare a packet that includes a resume, two letters of recommendation, and a writing sample.

At least one of the letters of recommendation **must** be from a faculty member of the sponsoring university. Applications can be submitted electronically; however, the letters of recommendation **must** come from the email accounts of the recommender. This process prevents “free lancers.” Surprisingly, there are people out there that are not registered in colleges or universities but want to come to your organization, work, and not get paid! It was surprising to us too and though it beats getting people that do not work and get paid, they are not folks we want here. Bringing people in without any official affiliation with a college or university just seems to beg trouble.

As in project tracking, applications are tracked as are any responses. A contact sheet is created with applicant names, addresses, emails, etc. Applicants are notified by email when their applications are received and told when the announcement of interns will occur. (Go get another cup of coffee or another beverage of choice - a fruity drink?) *See the Intern Contact Sheet in the Appendix.*

Selection/Assignment

Each project is unique and requires reflection to really think about what skills and interests may really work with a project. Interns are selected based upon their skills and interests and how they match the specific projects. Some glaringly obvious match-ups occur. This summer, we are finishing a history of our organization and selected an applicant majoring in history - a no-brainer.

Less clear are assignments like completing an international police training center guide. In that case, we found a student majoring in liberal arts that grew

up in a Quaker environment and paired her with an International Studies graduate student from China. Between them, they spoke a few languages other than English, were interested in international affairs and had a background working with internationals. One had a peace studies focus, the other a security studies focus. Like most students, they had the technical skills to create the project. They were a good team and created an excellent product.

All applicants are not selected and need as much reaction time as possible, should they not be selected, particularly if their schools require internships. And as much as most of us hate giving bad news, be prepared to do so. Once the matches are made, appointment letters, signed by the Director, are emailed to each. Letters are also sent to those that do not get selected.

Be prepared to get telephone calls from parents, even from some parents of graduate students! Our rule is not to discuss an intern's situation with a parent. All the interns are over 18, so we politely steer the parents back to their children for information (though sometimes tempted to tell them to put the helicopter back in the hangar). Seriously, for some students, being denied an internship is the first disappointment in their life. They are bright, have had every advantage and are essentially being told "no" for the first time. But, there's value in being told "no" so when you have to give the bad news, console yourself with the knowledge that it is a teaching moment - as Nietzsche said, "what doesn't kill us makes us stronger."

*The Senior Intern*²⁶

Dog sled teams are composed of huskies that are linked to the sled in pairs. Generally the most reliable, well-rounded husky fills the role as the lead dog. The lead dog guides the team of eight on the right path, sets the pace, and listens to the driver closely. This lead dog serves as a role model for the other dogs and, while the other dogs are supposed to listen to the driver, many of them simply emulate the lead dog because he/she is a living, breathing example of what is expected. Often, the lead dog is paired with an energetic young dog which shows the potential to be a lead dog someday, so that it can learn the role from the lead dog. Occasionally a lead dog will be paired with a troublesome dog, to break the dog of its bad habits. If a dog sled team has a good lead dog, even an inexperienced sled team can be effective; if a sled team has a bad lead dog, the driver is going to have a very long trip.

In an internship program, the senior intern is the lead dog. The senior intern is still another intern going through many of the same situations other interns are going through, yet the senior intern is different; he/she is expected to lead through experience and by example. If the senior intern disregards rules and policies, the other interns are likely to do the same. If the senior intern closely follows policies, he/she will influence others to follow in the same vein. The senior intern is also specially attuned to the internship coordinator (the driver, in our dog sled example). What the internship coordinator says goes, and the senior intern must exemplify that in his/her actions. At times individual interns must be dealt with by the internship coordinator, but between the senior intern

and the internship coordinator, the mechanisms are in place for effective internship management; one sets the rules, the other shows how to follow them.

Stepping away from dog sledding and back into an office setting, the senior intern is very useful in providing other methods of support aside from serving as a role model; the senior intern contributes a great deal in lightening the load for the internship coordinator. Senior interns can tackle the tedious time consuming processes such as compiling information into spreadsheets, confirming arrival and departure dates, creating internship bios, facilitating communication between supervisors and interns, running orientations for new interns, and handling intern issues and questions. All of the internship processing materials in this publication were created and filled out in practice by a senior intern. A program does not NEED a senior intern to function, but if the program is to run as smoothly as possible, or if the internship coordinator has other responsibilities that must be managed, a senior intern is a very good idea. The power of example is very influential.

Selecting a Senior Intern

Senior interns need to enjoy helping others and working with others. The faster a senior intern can establish a relationship with other interns, the faster the interns will feel supported and work more efficiently. It is recommended that the senior intern be a graduate student with an education focused on public administration, public policy, human resources, education, or business administration. Obviously the senior intern is not limited to these areas of education, but the senior intern must be interested in and capable of lead-

ing, which the above areas of education focus on. A good sense of humor is real plus!

Aside from what you are looking for in a senior intern, the goals and ideas of potential senior interns must be taken into consideration. Serving as the senior intern is very human resources centered. Senior intern candidates must have a desire to serve their fellow interns and truly manage interns. Anyone with an interest in administration will appreciate the duties of the senior intern, depending upon the role of the senior intern as outlined by the organization's internship program.

In-Processing

If things start happening, don't worry, don't stew, just go right along and you'll start happening too.²⁷

In-processing is going to happen, with you or without you, informally or formally, and it is best to do as much of it as you can before they even arrive.

Before they get here:

FORMS: In the initial appointment letter, you should provide contact information and a statement that advises them that more information is forthcoming. It also directs them to the Facebook® site which has information posted on it about housing, dress code, etc. During the early years, we mailed out "welcome packets." Though perhaps nice for them to get such a tangible packet, it is a lot of expense for a generation²⁸ that does most everything on line and has a smart phone with much of the information available on it, that we previously mailed to them. Within a

week (give or take a few days), we email them more detailed information. In the follow-on email, we attach an identification card application (our interns get U.S. Army Garrison IDs that allow them to use the Morale, Welfare and Recreation (MWR) facilities); an application for a vehicle pass; maps of the post; maps of the building, and other related materials. The email also tells them when and where to report on their first day.

WORK SPACE: Based upon the projects and assignments, you need to identify where they will sit. We have a “butts to seat” ratio – each butt must have a seat. Outside the summer, they may “hot seat” (share seats because they here on different days) but in the summer....they are usually keep the seat for the entire semester. Obviously you want to get teams to be in the same locations. We create name plates for each work location and post them. This is good for the staff as we try to post them about 2 weeks before the interns arrive. This way, the staff can begin to recognize names. Put their name and college/university on their placard. *See the Intern Map in the Appendix.*

NAME TAGS: One of those little tangibles that help to create a team atmosphere is the name tag. We order those through the AWC supply section. They are very nice metal nametags with magnetic backs. Interns receive gold-colored name tags like the staff and faculty receive. In contrast, Army War College students receive silver-colored nametags. Our interns feel very special to be wearing gold. Double and triple check the spelling of their names!

SECURE NETWORK ACCESS: Sometimes you will have an intern that you must be able to get on the Network and that usually means you have to go through your Security Office. We used to try and get several on the Network. We gave up. It is too much work for us and Security. So now, getting on the Network is “by exception” and usually reserved for R.O.T.C./Academy cadets and those that already have security clearances (recent veterans). They are in the JPASS system and it is easier to reactivate them. All interns that need to get on the DoD network will need to establish AKO or DKO accounts (use *volunteer accounts* and select an employee to be the sponsor – we have 1 person that sponsors all of them).

INTERNET: One of the wisest things we did upon establishing the internship program was to get wireless access. We have a secure wireless network and we provide the interns the password. They bring their own laptops. Occasionally, we have an intern that does not have a laptop and then we issue him/her a CAC-disabled laptop that allows them access to the public internet. Occasionally, the wireless goes down and we allow them to go to our academic library or to another location to access the net. We have 2 DSL computer stations that do not need CAC cards or passwords to access.

COLLABORATIVE WORKSPACE: Because all interns are not on the Network, there is not a place for them to work collaboratively unless you create it. Google would be ideal except that policy does not allow us to use Google Docs (if it’s easy and works, the Army is not going to allow it- get over it, we have). We have tried other avenues. Right now, <http://>

pbworks.com/ seems to be a good space. The basic edition is free for up to 100 students. <http://pbworks.com/pbworks-basic-edition> As students work on their own computer, it is not blocked (have not found it to be blocked on my CAC-enabled computer either, sssshhhhhh.....let's not tell anyone). Other options include Microsoft's SkyDrive, which requires a hot-mail account and Dropbox. They are not available on CAC-enabled computers. The Army War College is now experimenting with a shared site called Boxnet. It may be a solution but we do not know enough about it yet. We also use our own Stability Operations Lessons Learned & Information Management System (SOLLIMS) which allows for collaborative work space but requires a log-in and password. It is a .ORG site and thus allows students to access it; however, most DoD organizations do not have .org sites so this is probably not going to be a fix for most.

ORIENTATION: You will need to conduct an orientation on the first day of intern arrival. For the most part, we try to start all of our interns on the same day. In practice, we usually start the graduate students before the undergraduates which forces two orientations. Don't do it, stick to your guns. Bring them in on one day and do one orientation. You'll thank us later. We have tried a variety of itineraries.

HOUSING: In short, we don't do housing except for R.O.T.C. cadets/service academy. We can't. In all of our materials that advertise the program (brochure, Facebook, correspondence) we are clear that we do not provide housing. What we can do is provide them suggestions and links. Some of the links are from our local law school and other colleges. They post sub-lets from professors that are traveling outside the area dur-

ing the summer. Other housing is found on Craig's List, through local realtors, etc. We do not recommend specific housing.

We coordinated with a local private college which agrees to house undergraduates if they provide proof of liability insurance from their home college and the colleges conduct the financial transactions between institutions. It is dorm living and it is expensive. Graduate students often rent apartments (sublets). It is complicated and we don't have the staff to do more than we do. We also provide Guest House (Post Billeting) information and some interns have stayed their first few days on Post but this is rare, simply because our Guest House is often full. This year, one of the graduate students rented a house and sublet rooms.

We ask students to check with us before they sign a lease so we can identify the neighborhood. As nice it is to think that all landlords are honest and looking out for the students, it is not so. We can at least tell them if the property in question is in a less-than-savory neighborhood and within walking or cycling distance. One year we had interns in a village 15 miles away. They had a vehicle for part of the time. They were three "city kids" sharing an apartment in a decidedly "country" town. The apartment lacked air conditioning during a really hot summer. One of the students was a Marine veteran, recently in Iraq - he was the only one that handled the heat well! Had we known where they were planning to live we would have informed them about some of the issues. Some of our staff had pity and occasionally were able to bring them into work, other days they had *long* bicycle rides.

TRANSPORATION: If we had good public transportation, we would provide that information to our students. Unfortunately, we don't have such a system here. Most interns are on foot or bicycles. That is why the location of housing is essential. There are always a few that bring vehicles and wind up playing taxi service for the semester.

After they get here:

Yes, they made it one piece: no one made an illegal entry forcing the barricades to engage at the Gate, was stopped by the police and issued a ticket...success so far.

ORIENTATION: You will conduct the orientation and take their photos for the Bio Book. What's that? A Biographical Book is just that (See the example in the Appendix). It provides, in alphabetical order, each intern's photo and a brief biography. It also lists their projects and who their supervisors are. You will find this used over and over by your leadership and visitors. The book looks particularly nice when the background in the photos is the same and the interns are dressed up (which they should be on the first day). Also, the Bio Book is put on the website.

This becomes a record of the interns and, later, will prevent you from keeping a box full of paper. After the semester ends, instead of keeping the application packet, keep the Bio Book and the master list. They will have all you need to determine when they interned and what they did. Because it has photos it will tweak your memory and serve as a great resource for doing letters of recommendation (more about that later).

As part of the orientation, make sure you orient them to the facilities on your installation. If you have an academic library, call their staff and set up a tour. Take them to the gym and encourage them to use it during the stay at your installation.

GROUP PHOTO: We coordinate with our photo studio for a group photo. We try to select the day that will have all of the interns on board, most often in the middle of the semester. This will be presented to them when they depart.

CALENDAR: Throughout the semester, most often in the summer semester as interns are on board full-time, we have a variety of events scheduled for them. Each week, we usually have 1-2 brownbag lunches with various Army War College subject matter experts. They also are allowed to engage with other part of the War College and sit in on various briefings, conferences, etc. We also list community activities they might like to see. We are in a somewhat rural area and many of the interns are not so they thoroughly enjoy the small town festivals and activities. We also have quite a lot of recreational activities and try to have occasional group hikes. There is at least 1 intern picnic (often two) during the semester.

D.C. TRIP(S): Each year we travel to D.C. for round table opportunities. This past summer we spent a total of 3.5 days there at various venues (USIP; Pentagon; RAND; Fund for Peace, Roll Out of the Fragile States Index; George Mason University; USMC Center for Operational Cultural Learning, etc.). During their "out briefs," these opportunities were a highlight. Also, individual interns routinely travel to Washington, D.C. with staff during their internship.

Expectation Management & Building Esprit de Corps

Just like parenting, you can avoid problems with good expectation management. Anyone that has had young children and does not want them flipping out in the Target, knows that one way to avoid it is to set the conditions before entering the store. It is said that the first two weeks of the semester are the most important for a teacher because they are used to set the tone for students. It's a time students will test the teacher to see what they can get away with, giving the teacher opportunities to establish his/her authority in the classroom. If a teacher fails in setting the proper tone, the rest of the semester will be very painful; students will exploit weaknesses to their advantage. While this process seems rather tribal in nature, it is 100% true. As a classroom's culture impresses expectations on students, discipline further establishes the structure for students to work within; once students understand the boundaries and expectations of the classroom they settle in and function much more effectively. This also reminds us of Army Basic Training? Whoever met a nice drill sergeant during their first couple of weeks of Basic Training? It isn't until about week 4 that you realize they are human!

While interns are not high school students, and most are not soldiers, do not give too much credit to the difference between teenagers and adults, it is not as substantial as many think. Adults do stupid things all the time, the news reminds us of this every day! It is important to set the tone for young adult interns and establish enforced procedures from the start; *there should be little leniency during the first two weeks.* The

structure established for interns in the first two weeks will prevent problems from occurring further down the road. Like everyone else, interns seek structure because it creates a degree of predictability, creating a comfortable environment. While few will thank you for providing consistent structure, interns will be appreciative of it, and end up being more productive.

Rules, policies, and expectations need to be clearly explained to interns during their in-processing. More importantly, these rules and policies must be enforced consistently; breaking policies must bring about consequences or rules will not be respected. It is easy to look the other way with many discipline issues in order to not “disturb the water”, but letting things slide will damage the structure that you are providing for your interns. Lacking in consistency in policy enforcement is very confusing to everyone, especially interns, so it is important to apply policies to yourself and others equally.

Clearly, much of discipline is in prevention. How interns are actually disciplined is up to the organization. While young adults can do many stupid things, the expectations on them are, and should be, high. *The organization should not alter its professional expectations for interns.* Interns need to alter their behavior quickly if it is causing a problem; simply bringing up the issue should send a strong enough warning to correct behavior. If a warning does not provide enough incentive for behavior to change, the intern in question is lacking adequate maturity and requires significant directing prior to termination procedures.

Lastly, no one is perfect. Interns will have difficulties and make mistakes as they are learning; making mistakes is a great way to learn! There is a major difference between an intern making a mistake unknowingly, and one choosing to disobey policies.

A couple of areas that you really need to cover up front or you will deal with them again are:

- *Dress Code:* We have a very specific dress code – the men are not usually a problem as there is only so much you can do with slacks and a tie; however, it is much more complex for the young women. What passes as fashionable may be totally inappropriate and distracting in the workplace. Say so! We have a rule on skirt length (mid-knee length or longer) and tell them that if a shirt shows cleavage, it is inappropriate. We are a conservative organization, get over it. And yes, we have sent interns home, the other interns see it, and after the first week or two, it is not a problem.
- *Personal Behavior:*
 - No drama: Interns tend to be young and full of hormones. We have the “no drama” speech. It goes something like, “You all are young and we expect you to enjoy your off-duty time; however, we want to caution you. It is never good to have a romantic relationship with someone you work with. Each year, we will have a romance that breaks up and it makes the workplace very uncomfortable. You are here to learn and work – anytime personal relationships interfere with that process, it is unfair to your colleagues. We suggest you find your romantic interludes outside the internship program. Should you go down that road and if it interferes with your performance as an intern, you will be released from the program. Public displays of affection (PDA) are inappropriate in the workplace.

- *Sexual harassment/hazing*: It is not tolerated, ever. If we hear about it, it will be investigated. Chances are likely you will be told to leave the internship program. If we see it, you are gone.
- *Violence/threats of violence*: No brainer, you will be out of here so fast your head will spin.

It is important to set a condition in which the interns build a team – that means no “odd man out.” During the in-processing, they are told that no intern will be isolated and stuck during off-duty time. If there are group events, they are all invited and everyone is encouraged to attend. We do not tolerate cliques.

Interns will start their new roles energized and ready to go. They will be excited to participate, to learn about their project, to meet the other interns, to get their very own cubical. The new environment and situation are enough to carry interns through the first week or two. After that, Interns are settled and comfortable, they have a greater understanding on where they stand in the organization. While interns must self-motivate to a degree, if the internship program is to be a success it must recognize intern morale and attempt to bolster intern motivation.

So how do you motivate a group of interns that likely gave up actual paying jobs for a semester-long unpaid internship that has no chance of turning into a full time position? You make sure that the internship is not painful and that the interns are truly interested in the organization and its objectives! The inherent motivation that interns bring with them into the internship (resume builder, personal interest in topics) will last the entirety of the internship if the internship

is not a negative experience. This is why it is important to make sure that interns have actual relevant work and that their supervisors have their head screwed on straight. Sure, interns may need the organization more than the organization needs them, but that is NOT the mentality to have. The eternal equation for productivity is:

Happy Worker = Productive Worker
Unhappy Worker = Unproductive Worker

If an individual has his/her base needs met, the most powerful motivator is purpose.²⁹ It is unlikely that interns will not have their base needs (food, water, shelter) met, but it is very likely that they will be in a financially stressful position, especially if an internship program is unpaid. Focus on what you can affect; tap into your intern's area of interest to motivate them. If interns are personally connected with projects and the projects line up with their personal goals, they will pour themselves into their work.³⁰ If the project assigned to an intern is simply "made-up" to serve as filler, interns will quickly realize it and their motivation, and thus, their quality of work, will rapidly deteriorate. If the motivator of "purpose" is missing, and there is no monetary incentive for their work, interns will have very little pushing them to work hard. Yes, interns should work hard and provide for their organization as much as possible no matter what... but let's try and stay connected with reality; an internship is a *mutually* beneficial experience, something must go back to the interns to keep them invested.



Figure 4: The Carrot Approach³¹
Used with permission of artist John P. Wood

Supervision

Supervising interns is not unlike supervising full time staff members. Interns do not have the same experience that staff members have, but at the same time they generally have more energy than average staff members! If you channel that energy in the right ways, progress will result. Once you set out the rules – supervision is at the mentor level. They are expected show up for work on time and do all those things that a good employee would do. But, they are not mind readers so, it really boils down to expectation management and helping them stick to the agreed upon expectations.

One summer we had a graduate student with a letter of recommendation that said, “Brilliant student but extremely introverted, will not do well in group work.” That sounded like a challenge! We made him the supervisor of a group of undergraduates for one particular project. He bloomed. At the beginning of

the summer, he would not look anyone in the eyes. By the end of the summer, he was highly engaged, conversant and though quiet, clearly more comfortable. In conversation we discovered that he was reared on a diet of video games and had not had the opportunity to engage at such a level.

Setting a condition where each person (intern and staff) is respected is essential to helping students grow. We are often told that they felt wanted and valued. That is the example we want to set.

Organizational Culture

Every workplace offers a unique organizational culture. Large government organizations tend to create very professional, cold organizational cultures, whereas other organizations, such as local governments, create more casual, relaxed cultures for their employees. Whether or not a particular culture is good for an organization varies a great deal depending upon circumstances. However, all organizational cultures create impressions on new members, such as interns³². To better explain, consider PKSOI's organizational culture.

PKSOI offers an intimidating environment for interns. Your I.D. is checked at the gate by armed guards, you drive through a fence topped with barbed wire and over pop-up barricades. When walking down the hallway you are stared at by two dozen painted faces of some of the greatest military leaders in U.S. history. Additionally, intern supervisors are experts in their field and all are former or current military personnel. The lowest ranking officer an intern will work with is a Lieutenant Colonel. At PKSOI a very professional military culture is present, and it guides the expectations interns have for themselves and others.

The impression that an organizational culture makes upon its interns is powerful. Generally, interns will attempt to blend in and acclimate to your organization, even if that means personal self-adjustment or a changing of habits. Organizational culture can be an effective tool for organizations; it exemplifies workplace expectations before anyone says anything!³³ Please be aware, however, that some organizations raise processes above people and ideas, creating a culture of conformity; conformity can be dangerous. Over-conformity stifles creativity and creates the black hole known as “groupthink”. If a culture of groupthink is established, intern work will reflect it with uninspired and bland work.³⁴ Interns are most valuable to an organization because of their new ideas, don’t stomp them out! We value them for their uniqueness and lack of baggage that sometimes comes with a lifetime of being in the work world.

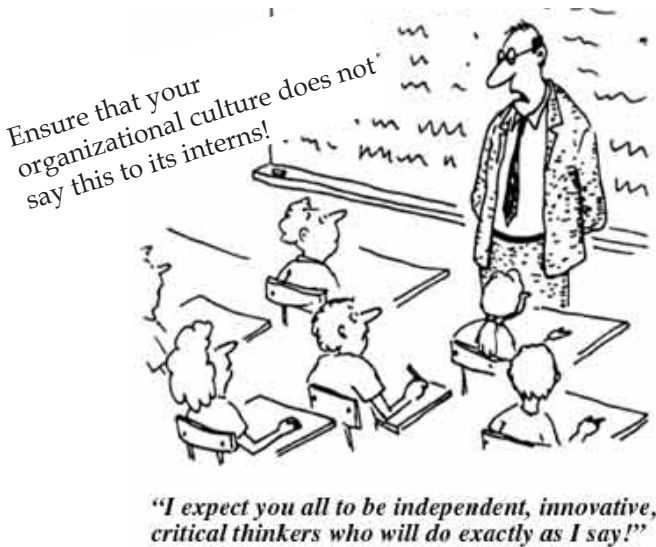


Figure 5: Managing a Classroom³⁵

Closing Out

You cannot believe it—the internship is almost over! You have watched this group of students bloom into lifelong friends. You have listened to their conversations and wish you could go to college all over again (and had the energy to do it). But, all good things must come to an end—and there is a mostly pain-free way to end the semester.

Projects

Throughout the internship, the coordinator prods staff for progress reviews. This is why creating milestones in the beginning are so important. There should be some kind of “deliverable” – it is a paper, a guide, an exercise, a manual, etc. But it is something that you can pick up and recognize that Intern “John” helped create this thing. It is important because you need to describe this outcome on their evaluation and certificate.

Evaluations

Evaluations are as varied as the colors of the rainbow - each college/university seems to have its own system. The mentor/supervisor is the person that needs to fill out the evaluation. The coordinator is too far from the intern to see the quality of the day-to-day interaction. All of our mentors are civilians and active duty or retired colonels. These guys and gals are great supervisors and enjoy their mentoring role. They are also very candid, a great learning opportunity for the interns.

Office Call

Our Director likes to meet with each intern before they leave, usually in small groups. They are encouraged to be candid and it helps us tweak the program.

Ceremony

As you recall, we don't pay them and yet they have worked hard and earned our gratification and respect so we end out the semester with the presentation of a certificate, group photo, and PKSOI coin.³⁶ Each intern makes remarks – they are always quite humbling. One of our favorites is from an intern that is now a researcher at a major think tank. His comment was, “When I first came here, I thought PKSOI was a think tank, now I know, it is really a do tank.” *See a sample certificate in the Annex.*

Post Internship

Alumni Network

One thing that you really may want to consider is some kind of alumni network. We are in the process of formalizing ours. There has always been an informal one – e.g.: email! Though the intention was to keep using Facebook®, it will require a staff member to keep up with it and, with our operational requirements, it is not often possible. What we have done is formalize the requests for letters of recommendation.

Letters of Recommendation

Interns that need letters of recommendation are asked to provide the information they want included. We maintain a “Master Intern List” that lists the intern, dates of internship, college/university, and contact information. Between the intern input and ours, we are able to turn letters of recommendation around in fairly quick order. Today, many recommendations are completed on-line but almost all provide an option to download a letter of recommendation rather than go through a lot of data entry.

Annual Intern Event

We have talked about having an annual intern event for all interns, past and present (in the summer). We are thinking about some kind of pot luck event at Carlisle Barracks and as we are already working on next summer’s schedule, now is the time to schedule it.

CONCLUSION

You survived! You had a great semester, with college students that will never forget you. They completed necessary projects, brought a breath of fresh air to your organization, and have new-found respect for the military. Sometimes, college students that never, ever thought about joining the military do after their internship. There is talk today that the military is disconnected from civilians – our internship program, in our small way, does something about this perception.

As we often say, our goal is that, one day, when we are all in our retirement home, recalling the good old days - we will be watching a live feed and will see the Secretary of State and Secretary of Defense on a popular news program talking about the first time they met - while interning at the Peacekeeping and Stability Operations Institute in Carlisle, Pennsylvania!

ENDNOTES

1. Center for International and Strategic Studies, Accessed 1 May 2012 at www.csis.org.

2. Interview with Joseph Nye on Charlie Rose, February 28, 2011.

3. USDOJ (2010). BJA Fact Sheet: Smart Policing Initiative. Accessed 1 May 2012 at www.bja.gov/Publications/SmartPolicingFS.pdf

4. Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, Volume 70, Issue 11(AMA FORUM), pp. 35-36.

5. We, is PKSOI. Though often credited for the program, this is a group effort. One person cannot make a successful internship program. It requires buy-in from all staff members.

6. Herrington, V. (2011). Police as critical consumers of research: informing practice through research, in P. Birch & V. Herrington, *Policing in Practice*, Palgrave Macmillan: South Yarra, Australia

7. There are essentially 2 types of research, pure (basic) research and applied research (Herrington, 2011). This paper focuses on applied research only, particularly social science research.

8. <http://www.quotationspage.com/quote/26032.html>, accessed September 7, 2012.

9. Yes, you have to be a "certain age" to recall Underdog as it ran from 1964-1973. Who can forget Underdog and his love interest, Sweet Polly Purebred. "There is no need to fear, Underdog is here!"

10. In this case, we are referring to Army War College students, senior officers with a lot of operational experience but sometimes not as much academic experience. Though, many of them already have Master's degrees when they arrive as students.

11. The research cycle (Herrington, 2012) is: question, literature review, design, methodology, data collection, analysis, dissemination, 164.

12. Herrington, 2011, *Ibid*, 168.

13. *Ibid*, 169.

14. *www.bussiness.com*, accessed 1 May 2012.

15. Jim Thorpe Sports Days occur in April of each academic year in which senior military education institutions compete in a variety of sports (sort of like a mini-Olympics for old colonels and senior civilians).

16. At the beginning of each internship, during the in-processing, students are asked how they discovered the internship and almost half "heard about it from a previous intern."

17. Artist unknown. Numerous efforts to identify artist were unsuccessful. Accessed 1 May 2012.

18. Bloom's taxonomy is a classification of learning objectives used in education: remembering, understanding, applying, analyzing, evaluating, and creating. Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: the classification of educational goals; Handbook I: Cognitive Domain* New York, Longmans, Green, 1956.

19. Greenhouse, Steve (2 April 2010). *The New York Times*. "The Unpaid Intern, Legal or Not?" Accessed 1 May 2012.

20. Perlin, Ross (2011). *Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy*.

21. No matter what you hear, DoD is not "for profit."

22. Greenhouse, S. (2010). *Ibid*.

23. United States Department of Labor, elaws, "Fair Labor Standards Act Advisor," accessed May 14, 2012.

24. In 2009, Major Nidal Hasan, a U.S. Army major serving as a psychiatrist, allegedly killed 13 people and wounded 29 others and only stopped shooting after being shot himself by Department of the Army Civilian Police. He was paralyzed in the shooting and has yet to be convicted

25. Finkenbinder, Jay W. (1991). Personal communication.

26. One of the new things we implemented in the Summer of 2012 was the appointment of the senior intern. One of the applicants was working on his MPA and was a high school teacher on a summer break. He seemed meant to be. It was an opportunity to use his strengths, provide the opportunity for him to help with program management, and provide the other interns someone a bit older to help them with the social aspects of an internship. It was a roaring success. He arrived two weeks before the other interns which provided the opportunity for him to become familiar with the organization and the things necessary for in-processing.

27. Suess, Theodor Geisel (Dr. Seuss), <http://www.great-quotes.com/quotes/author/Dr.Seuss>, accessed 1 May 2012.

28. Most of our interns are traditional students; however, we have had several students that were of more mature years.

29. Pink, Daniel. *Drive*. New York: Riverhead Books, 2009. Print.

30. Pink, Daniel. *Drive*. New York: Riverhead Books, 2009. Print.

31. <http://teachers.net/gazette/wordpress/johnpwood/schoolies-cartoon-motivation>

32. Morgan, Gareth. *Images of Organizations*. Thousand Oaks: Sage Publications, 2006. 128. Print.

33. Morgan, Gareth. *Images of Organizations*. Thousand Oaks: Sage Publications, 2006. 137 - 139 . Print.

34. Morgan, Gareth. *Images of Organizations*. Thousand Oaks: Sage Publications, 2006. 87. Print.

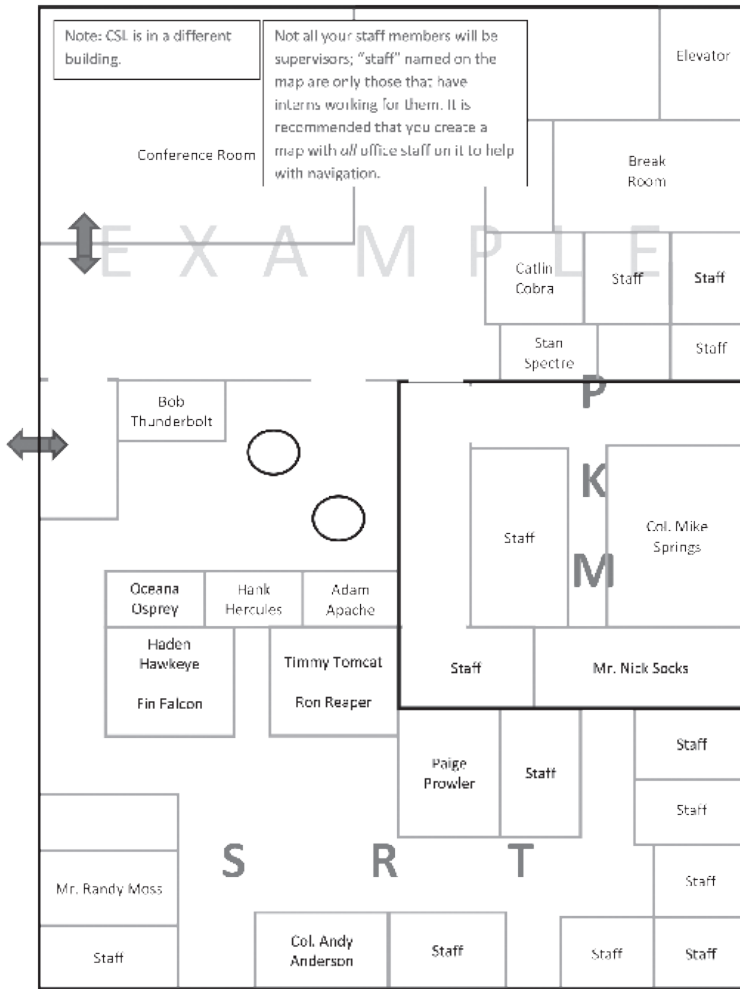
35. <http://allthingslearning.wordpress.com/tag/classroom-management/> and numerous other websites and Google images. Repeated efforts were made to identify the artist. All bloggers and websites notified also were unable to identify and attribute the artist. Our thanks to he/she for sharing this work with all of us.

36. There is a bit of folklore attached to the unit coins. When one is presented with a coin, they are to know that if they every meet someone with a coin from the same organization, he or she can challenge that alumnus. If the alumnus does not have his coin, he must buy a drink for the challenger; however, if the challenged has the coin, the challenger buys the drink. Two of our staff members recently met up with three former interns. They challenged them with their PKSOI coins.

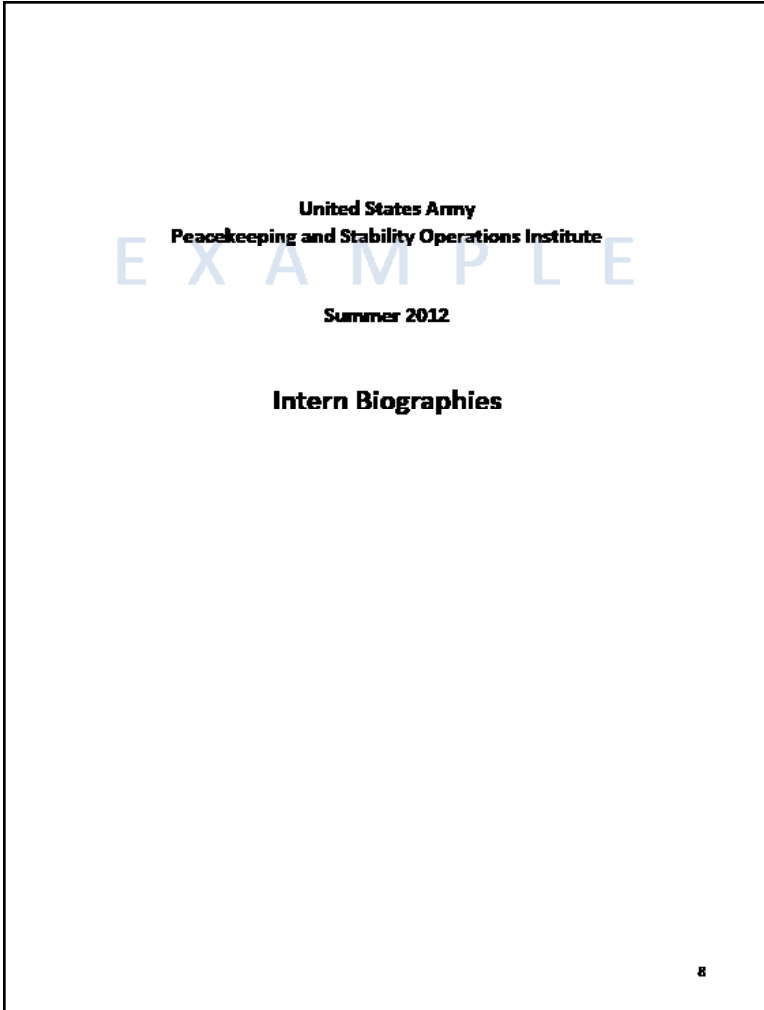
A.1 - Intern Master List: Summer 2012

Last Name:	First Name:	Start/End Date:	Work Location:	Division:	Supervisor:
Apache	Adam	06/18 - 08/17	RC #1	DCET	Mr. Bob Jones
Blackbird	Barry	06/04 - 08/03	DCET K Area	DCET	Col. Alex Fredrick
Cobra	Catlin	05/15 - 08/10	PKM #1	PKM	Mr. Nick Socks
Eagle	Earl	06/04 - 08/10	DCET K Area	DCET	Col. Jack Humphrey
Falcon	Fin	05/21 - 08/17	SRT #1	Special Staff	Dr. Amy Nicks
HARRIER	Harriet	05/23 - 08/10	OIP main area	DCET	Prof. Adam Evans
Hawkeye	Haden	05/15 - 08/10	SRT #2	SRT	Col. Andy Anderson
Hercules	Hank	07/23 - 08/15	RC #2	DCET	Col. Jack Humphrey
Hornet	Heather	06/04 - 08/10	DCET K Area	DCET	Col. Alex Fredrick
Huey	Hannah	06/04 - 08/10	CSL	CSL	Dr. Gary Norbert
Lancer	Luke	06/04 - 08/10	DCET K Area	DCET	Prof. Adam Evans
Lightning	Larry	05/28 - 06/15	CSL	CSL	Dr. Gary Norbert
Osprey	Oceana	06/04 - 08/10	RC #3	DCET	Mr. Bob Jones
Predator	Pete	06/18 - 08/10	OIP main area	OIP	Col. Ashley Welch
Prowler	Paige	06/04 - 08/10	SRT #3	SRT	Mr. Randy Moss
Raptor	Rick	06/04 - 08/10	OIP main area	OIP	Col. Ashley Welch
Reaper	Ron	06/04 - 08/10	SRT #4	SRT	Mr. Randy Moss
Spectre	Stan	05/29 - 08/10	PKM #2	PKM	Col. Mike Springs
Spirit	Sam	06/04 - 08/03	OIP main area	OIP	Col. Steve Johnson
Talon	Tom	06/04 - 08/10	OIP main area	DCET	Mr. Nick Socks
Thunderbolt	Bob	07/23 - 08/15	RC #4	PKM	Col. Mike Springs
Tomcat	Timmy	07/09 - 08/17	SRT #5	OIP	Col. Steve Johnson
Viper	Vicky	06/04 - 08/10	DCET K Area	DCET	Mr. Edward Tentacles

A.3 - Intern Map Example



A.4 - Intern Bio Book Example



A.4 - Intern Biographies, cont.

Adam Apache



Areas of Interest: Media Relations, Security and Intelligence.

Supervisor: Mr. Bob Jones

Summary:

Adam Apache graduated in May from George Mason University with a master's degree in peace operations. Adam's undergraduate degree is in mass communications, graduating *Magna cum laude* from Campbell University. Adam has worked for FOX News and U.S. Senate Radio, providing research and logistical support. Adam also worked as a correspondent and

press intern for the Office of U.S. Representative Sheila Jackson-Lee, acting as a liaison for Texas constituents. Outside of the media realm, Adam was an employee for USIS and Skyhawk Logistics; contractors hired by the Department of Homeland security to help gather and analyze information, as well as provide security services and background checks on government personnel.

Barry Blackbird



Areas of Interest: International Relations, Natural Resource Management, Humanitarian rights.

Supervisor: Col. Alex Fredrick

Summary:

Barry Blackbird is a student at Penn State University majoring in international politics, minoring in Middle Eastern studies and French language. Barry interned at the International Center for the Study of Terrorism, working on the Department of Homeland Security sponsored Lone Wolf Project; a

project which profiles lone actor terrorists. Barry also worked as a data coder for the Correlates of War Project for the University of Michigan. Barry served as a research assistant at the Pennsylvania Water Resources Project, compiling a database on natural gas drilling regulations. Barry is fluent in French language and familiar with Arabic and German. Barry intends to join the Peace Corps after college and would like to work for the government in the field of foreign relations after that.

A.4 - Intern Biographies, cont.

Catlin Cobra



Areas of Interest: Information gathering, information analysis, computer systems data, homeland defense.

Supervisor: Mr. Nick Socks

Summary:

Catlin Cobra graduated from Penn State University in May of 2012 with a bachelor's degree in information science and technology, concentrating on security risk analysis. Catlin has completed courses making her proficient in IST integration, C++ programming, and statistics programs. Catlin is an

assistant manager at the Cinema Center, and is responsible for training and mentoring new employees. Catlin was awarded the Silver Key in writing from the Patriot-News. Catlin comes from a long line of military veterans and is eager to use her computer, data analysis, and programming skills to contribute to the protection of the United States.

E X A M P L E

Earl Eagle



Areas of Interest: Conflict studies, statistical analysis, army doctrine, insurgencies responses.

Supervisor: Col. Jack Humphrey

Summary:

Earl Eagle will graduate from Wesleyan University in May of 2013 with a double major in government and philosophy. Earl has participated in various administrative support roles, assisting various groups such as the Suffolk County District Attorney's Office and the Children's Advocacy Center. At the

District Attorney's Office Earl worked in the Child Abuse Unit, transcribing evidentiary interviews and conducting research to support prosecution teams. At the Children's Advocacy Center Earl wrote and compiled case summaries for use by social workers. Earl, fluent in Hebrew and Spanish, has also assisted various professors in tutoring and designing programs to help other students better learn foreign languages. More recently Earl performed a research assistant role compiling statistics and writing a paper on the effectiveness of violent and non-violent insurgencies for an intercollegiate symposium. Earl is just getting back from a study abroad experience in Nicaragua where he learned about Nicaraguan history, focusing on society, civil unrest, and revolution.

A.4 - Intern Biographies, cont.

Fin Falcon



Areas of Interest: Political Participation, Service Projects, Spanish.
Supervisor: Dr. Amy Nicks

Summary

Fin Falcon is currently attending Allegheny College pursuing a double major in political science and Spanish. Fin actively participates in volunteer activities centered on mentorship, such as Big Brothers Big Sisters and USPC, programs designed to develop character in youth. Fin has also participated in various political processes, working as a Cumberland County poll worker and attending the Conservative Political Action Conference. Fin's interest in politics and policy led him to serve as a research assistant for the Center of Political Participation at Allegheny recently. Fin is currently a cadet in the ROTC program at his school and has been characterized by those around him as an effective, energetic leader.

Harriet Harrier




Areas of Interest: Foreign Policy, International Relations.
Supervisor: Prof. Adam Evans

Summary

Harriet Harrier is studying international studies at Dickinson College with a focus on the Middle East. Harriet also went to Israel for a study abroad program and studied at Arava Institute, reviewing issues of environmental sustainability and the difficulties the concept faces given the political and social climate in the Middle East. Harriet is the former vice president of her sorority, and is currently the treasurer of her sorority. Harriet is a project manager of the Clarke Forum at Dickinson College, a forum which examines and reports on contemporary issues, where she routinely conducts interviews, writes press releases, and assists in other logistical duties. Harriet is a member of Alpha Lambda Delta (first-Year Honor Society) and has been on the Dean's List throughout her college career. Due to academic achievement and leadership skills, Harriet is a Founders Scholar.

A.5 - Sample Intern Certificate



CERTIFICATE OF ACHIEVEMENT

Presented to

Cadet Harriet Harrier

While a research intern at the US Army Peacekeeping and Stability Operations Institute at Carlisle Barracks, Pennsylvania from January 17 – May 14, 2011, Cadet Harriet Harrier helped to improve a key 5,500-citation bibliography database for the Peace Operations, Stability Operations, and Irregular Warfare (PSI) Project. She mastered the database categories then enhanced incomplete citations with abstracts and classifications that made the database more useful for researchers. Throughout her internship, she proved to be a reliable and meticulous researcher, completing complex tasks with minimal supervision. She demonstrated leadership abilities by instructing and mentoring the next set of interns in the PSI Project. Cadet Harrier's professionalism, attention to detail, and dedication reflect great credit upon her, the U.S. Army, and Dickinson College.



Date _____

Cliff D. Crofford, Jr.
Colonel, U.S. Army
Director

U.S. ARMY WAR COLLEGE

**Major General Anthony A. Cucolo III
Commandant**

**PEACEKEEPING & STABILITY OPERATIONS
INSTITUTE**

**Director
Colonel Cliff D. Crofford**

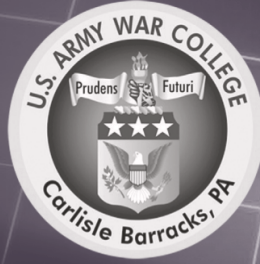
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Colonel Lorelei E. Coplen**

**Author
Karen Finkenbinder
Richard Parsons**

**Chief, Research and Publications
Ms. Karen Finkenbinder**

**Publications Coordinator
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