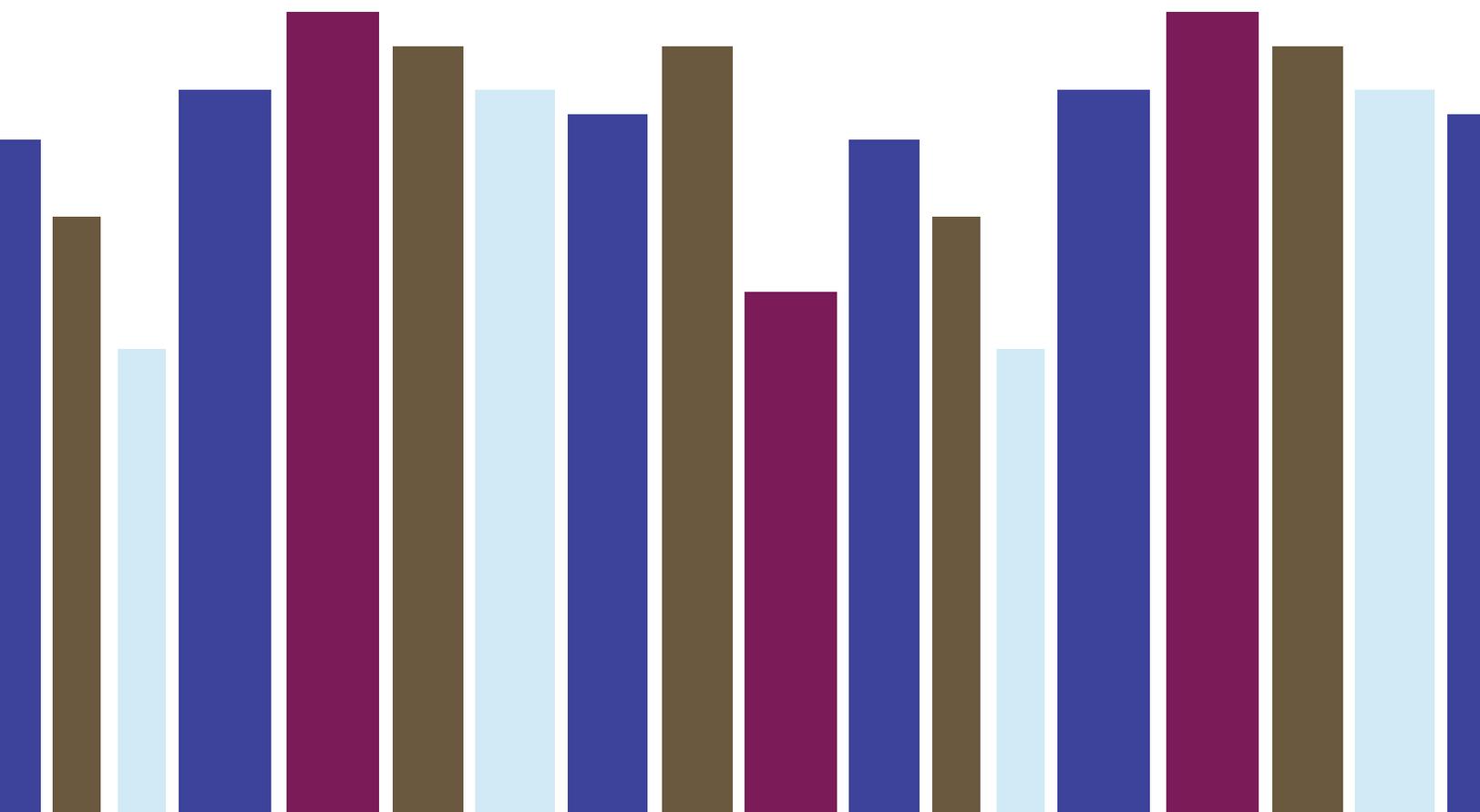


# Training Staff to Partner with Library Interns

Created by Multnomah County Library



# Acknowledgements

This training was designed by Multnomah County Library  
([www.multcolib.org](http://www.multcolib.org)) in Multnomah County, Oregon  
as part of their [D.I.Y. Intern Program – Toolkit for Success Project](#)



This project was generously funded by a 2011-2012 grant from the  
[State of Oregon's Library Services & Technology Act \(LSTA\) Program.](#)

# How to Use This Curriculum

Trainers are welcome to deliver each module in the order provided here or they can pick and choose relevant modules as needed. For example, a library with an already robust internship program might skip ahead to the module on finding interns while one that is beginning from scratch may want to spend time on how to develop an infrastructure to support interns before recruitment begins. Ideally, every series of trainings would begin with Module #1: An Introduction to Engaging Library Interns. A PowerPoint slideshow to accompany this first module can be downloaded from <http://libraryinterns.blogspot.com>.

Each module should take approximately 45-60 minutes to complete. Some topics to be presented may require preliminary work by library staff and/or the trainer; these topics are presented in italics. Please note that throughout this document notes specifically for the trainer can also be found in italics.

Topics to be presented by the trainer (presented in list form) as well as suggested activities (presented in boxes) can and should be tailored to each audience as the trainer sees fit. For example, the activities suggested here are primarily for a general staff training on internship engagement strategies and processes. An alternative approach would be to have a training for just those who will serve as active supervisors or mentors to interns; in this case, it might be more effective to tailor the trainings so that participants complete each activity with specific examples and positions in mind.

Content for each module has been drawn from "Effective Library Internships: A Toolkit for Success." Page numbers and subject headings cited throughout this document correspond with those found in the Toolkit. Individual chapters and/or a full copy of the Toolkit can be downloaded from <http://libraryinterns.blogspot.com>.

# Module 1: An Introduction to Engaging Library Interns

This module is based on Chapter 1 of the Effective Library Interns Toolkit

## ACTIVITY: Call and Response with the Audience

- Has anyone in the room partnered with a library intern before?
- What was positive about the experience?
- What was challenging?

## ACTIVITY: Call and Response with the Audience

- Has anyone in the room served as a library intern before?
- What was positive about the experience? What was challenging?

## Introducing internships

Toolkit pp. 1-4

- Defining internships
  - Formal definitions of internships
  - Common characteristics of internships
  - Internships for library and information science students
  - Characteristics defined by libraries around the Pacific NW in 2011
- How do they differ from volunteers?
- How do they differ from staff?

## What are the potential benefits for the library when engaging interns?

Toolkit pp. 4-5

## ACTIVITY: Call and Response with the Audience

- What do you think the benefits for the library might be?  
*Supplement audience suggestions with list of potential benefits on pp. 4-5.*

## What are the potential benefits for the individual intern?

Toolkit p. 5

## ACTIVITY: Call and Response with the Audience

- What do you think the benefits for the intern might be?  
*Supplement audience suggestions with list of potential benefits on p. 5.*

## What are the potential challenges for libraries engaging interns?

Toolkit pp. 5-6

### **ACTIVITY: Call and Response with the Audience**

- What do you think the potential challenges for the library might be?  
*Supplement audience suggestions with list of potential challenges on pp. 5-6*

## How might internships be structured?

Toolkit pp. 6-7

- Short-term vs. long-term internships
- In-person vs. online internships
- Ongoing tasks vs. new projects
- External programs and services vs. internal capacity building
- Paid vs. unpaid interns

# Module 2: Preparing to Engage Library Interns

This module is based on Chapter 3 of the Effective Library Interns Toolkit

## Internal assessment of library readiness for interns

Toolkit pp. 8-10

*Trainer should offer audience an overview of how the library has assessed readiness/ need for library interns; this should be done prior to presenting this module by consulting Chapter 2 of the Toolkit.*

## What are the vision and goals for our library's intern engagement?

Toolkit pp. 11-12

*Trainer should offer audience an overview of pre-identified goals for engaging library interns; this should be done prior to presenting this module by consulting Chapter 3 of the Toolkit.*

- Why is it important to have a vision?
- What goals have been identified?

### **ACTIVITY: Individual and Group Activity**

Individually, consider the following two questions:

1. What would a successful internship program look like at your library?
2. Have you seen examples of successful programs at other libraries? If so, what about them did you admire?

Then, again individually, take a few minutes to write a brief narrative description of a vision (for example, "our staff have more time to take on new projects").

Next, individuals share narratives with a fellow training participant.

Finally, participants volunteer to share examples with the room.

## What infrastructure is in place to support intern engagement?

*Trainer should offer audience an overview of the pre-determined infrastructure for hosting library interns; this should be done prior to presenting this module by consulting Chapter 3 of the Toolkit.*

- What is the general staffing structure? **Toolkit pp. 12-13**
- What policies and procedures are in place? **Toolkit pp. 13-14**
- What forms and templates have been developed? **Toolkit pp. 17-19**

## What are some potential projects and roles for interns at our library?

- Parameters for potential projects + things to keep in mind **Toolkit pp. 14-15**
- Potential intern projects and roles to consider **Toolkit pp. 15-16**
- Should it be an internship or a skilled volunteer role? **Toolkit p. 21**

### **ACTIVITY: Individual and Group Activity**

Individually, consider the three questions outlined on Toolkit p. 14

Take a few minutes to write down responses.

Next, individuals share ideas with a fellow training participant.

Finally, participants volunteer to share examples with the room.

- Determining components of each project and role **Toolkit p. 15**
- Overview of internship position descriptions **Toolkit pp. 16-17**

# Module 3: Finding Interns

This module is based on Chapter 4 of the Effective Library Interns Toolkit

## Recruiting periods

Toolkit pp. 21-22

*Trainer should offer audience an overview of any pre-determined recruiting periods for finding library interns; this should be done prior to presenting this module by consulting Chapter 4 of the Toolkit.*

## Who is our audience?

Toolkit pp. 20-21

- Potential audiences from which to recruit interns

### **ACTIVITY: Individual and Group Activity**

Revisit the list of potential internship projects and roles brainstormed in Module 2\* and choose one of them to work on. Then consider the following two questions:

1. Who is the ideal candidate for this internship? For example, what skills, education, or experiences should they have?
2. Where might you find these candidates? Consider the types of audiences just outlined, from students to community members.

Take a few minutes to individually write down responses.

Next, individuals share ideas with a fellow training participant.

Finally, participants volunteer to share examples with the room.

*\* If Module 2 did not precede this training, start this exercise by first presenting the section of Module 2 titled "What are some potential projects and roles for interns at our library?"*

## Where can we find these potential applicants?

Toolkit pp. 22-25

- Online and print outreach mediums
- Recruitment via staff and former interns' personal/professional networks

*Trainer should also offer audience an overview of any pre-determined partnerships with academic institutions for recruiting library interns; this should be done prior to presenting this module by consulting Chapter 4 of the Toolkit.*

### **ACTIVITY: Individual and Group Activity**

Revisit the potential internship project or role explored in the previous exercise.

Individually consider where you might recruit for this position, given the previ-

ously identified audience of potential applicants and just discussed potential mediums.

Then meet with your partner from the previous exercise and swap potential intern projects or roles. Brainstorm where you might recruit for your partner's internship role or project. Do not yet share with one another what you brainstormed.

Next, offer your suggestions for where your partner should recruit for their internship position. They should then share what they came up with for their own position. Compare and discuss your independently identified ideas. Then swap roles, with your partner first sharing where they would recruit for your position, followed by you sharing what you came up with for your position.

Finally, participants volunteer to share examples with the room.

## The recruitment process

*Trainer should offer audience an overview of the pre-determined infrastructure and processes for recruiting library interns; this should be done prior to presenting this module by consulting Chapters 3 and 4 of the Toolkit.*

- Who on the staff is responsible for the recruitment process? **Toolkit pp. 12-13**
- What role should other staff play in the process (for example, helping to determine components of the work and/or position descriptions)? **Toolkit pp. 12-13, 15-17**
- What kinds of recruitment messages might be utilized? **Toolkit pp. 22-23**

# Module 4: Screening, Selecting, and Training Interns

This module is based on Chapters 5 and 6 of the Effective Library Interns Toolkit

## What is the application process?

Trainer should offer audience an overview of the pre-determined application process for finding library interns; this should be done prior to presenting this module by consulting Chapters 3 and 4 of the Toolkit.

- What does the application process look like? **Toolkit pp. 17-18**
- Who is responsible for each step of this process? **Toolkit pp. 12-13, 25**

## What is the screening process?

Trainer should offer audience an overview of the pre-determined screening process for hiring library interns; this should be done prior to presenting this module by consulting Chapters 3 and 5 of the Toolkit.

- What are the criteria for screening (for example, are criminal background checks required)? **Toolkit pp. 26-27**
- How will interviews be conducted? **Toolkit pp. 26-28**
- How and when will references be contacted? **Toolkit p. 28**
- Who participates in each step of these processes? **Toolkit pp. 12-13, 28**

## What is the matching process?

Trainer should offer audience an overview of the pre-determined matching process for hiring library interns; this should be done prior to presenting this module by consulting Chapters 3 and 5 of the Toolkit.

- How are applicants evaluated and matched to positions? **Toolkit pp. 26-29**
- What happens when someone isn't a good fit? **Toolkit p. 29**
- Who participates in each step of these processes? **Toolkit pp. 12-13, 28**

### **ACTIVITY: Group Activity**

Using the previously discussed interview and matching processes as a guide, participants role-play an interview in pairs. This can be for an internship position identified via a previous Module's exercise or the trainer can provide an example.

Participants should then swap roles and repeat the exercise.

Post-mock interviews, each interviewer should consider the matching process and whether the candidate they "interviewed" might be a good fit for the position.

Finally, participants volunteer to share observations with the room.

## What is the orientation and training process?

*Trainer should offer audience an overview of the pre-determined orientation and training processes for library interns; this should be done prior to presenting this module by consulting Chapters 3 and 6 of the Toolkit.*

- How will orientations be structured and delivered? **Toolkit pp. 30-31**
- How will trainings be structured and delivered? **Toolkit pp. 31-32**
- Who participates in each step of these processes? **Toolkit pp. 12-13, 30-32**

### **ACTIVITY: Individual and Group Activity\***

Revisit the potential internship project or role explored in previous module exercises and consider what topics you would need to cover to adequately train an intern to do this work.

Share these ideas with the same partner engaged in previous exercises.

Finally, participants volunteer to share examples with the room.

*\* If Module 3 did not precede this training, this exercise should be skipped.*

# Module 5: Mentoring, Supervising, Educating, and Supporting Interns

This module is based on Chapters 7 and 8 of the Effective Library Interns Toolkit

## Educational and professional development opportunities for interns

Trainer should offer audience an overview of the pre-determined ongoing education options for library interns; this should be done prior to presenting this module by consulting Chapters 3 and 7 of the Toolkit.

- What kinds of ongoing educational and professional development opportunities will be provided to library interns? **Toolkit pp. 33-34**
- Who is responsible for designing and/or delivering these opportunities? **Toolkit pp. 12-13, 33-34**

## Mentoring, shadowing, and supervising interns

### ACTIVITY: Call and Response with the Audience

Think about a current or past manager with whom you had a good experience. What made them a good manager? What did you appreciate about their style?

Trainer should offer audience an overview of the pre-determined strategies and processes for supervising library interns; this should be done prior to presenting this module by consulting Chapters 3 and 8 of the Toolkit.

- What roles are responsible for supervising and mentoring interns? Who will serve in each of these roles? **Toolkit pp. 12-13, 35-37**
- What are the qualities of good supervisors and mentors? **Toolkit pp. 37-38**
- How should the first days with a new intern be structured? **Toolkit pp. 38-39**
- What are some strategies for ongoing communications and supervision? **Toolkit pp. 40-41**

### ACTIVITY: Group Activity

Using the previously discussed guidelines for an appropriate first meeting with a new intern, participants role-play in pairs, with one person serving as the supervisor and the other the new intern. This can be for an internship position identified via a previous Module's exercise or the trainer can provide an example.

Participants should then swap roles and repeat the exercise.

Finally, participants volunteer to share observations with the room.

## Handling conflict situations

Trainer should offer audience an overview of pre-determined conflict resolution processes; this should be done prior to presenting this module by consulting Chapter 8 of the Toolkit.

- What are the processes for conflict resolution? **Toolkit pp. 41-43**
- Who is responsible for each step in this process? **Toolkit pp. 12-13, 41-43**

### **ACTIVITY: Individual and Group Activity\***

Participants role-play conflict resolution scenarios in pairs. In the first scenario, one person plays the supervisor while the other plays the intern; they then switch roles for the second scenario.

Scenario #1: The supervisor is concerned that the intern keeps missing or delaying project deadlines.

Scenario #2: The supervisor feels that the work of the intern is not up to agreed-upon standards or expectations.

Finally, participants volunteer to share observations and strategies with the room.

# Module 6: Recognizing and Evaluating Interns

This module is based on Chapter 9 of the Effective Library Interns Toolkit

## Recognizing interns

Trainer should offer audience an overview of pre-determined recognition strategies; this should be done prior to presenting this module by consulting Chapter 9 of the Toolkit.

- Why is recognition important? **Toolkit p. 44**
- What are some strategies for recognizing interns? **Toolkit pp. 44-46**
  - Formal vs. informal recognition **Toolkit pp. 45-46**
- Who is responsible for each step in this process? **Toolkit pp. 12-13, 44-46**

### ACTIVITY: Group Activity

With a new partner, brainstorm a few ways you might recommend recognizing interns.

Participants volunteer to share examples with the room.

## Evaluating interns

Trainer should offer audience an overview of pre-determined intern evaluation strategies and processes; this should be done prior to presenting this module by consulting Chapter 9 of the Toolkit.

- Characteristics of a good evaluation **Toolkit p. 46**
- Strategies for mid-internship evaluations **Toolkit p. 47**
- Strategies for final evaluations **Toolkit pp. 48-50**
- Internship portfolios and final presentations **Toolkit pp. 48, 50**
- Who is responsible for each step in this process? **Toolkit pp. 12-13, 46-50**

## Evaluating the program

Trainer should offer audience an overview of pre-determined program evaluation strategies and processes; this should be done prior to presenting this module by consulting Chapter 9 of the Toolkit.

- Strategies for program evaluation (tracking statistics, etc.) **Toolkit p. 50**
- Strategies for sharing evaluation results **Toolkit p. 50**
- Who is responsible for each step in this process? **Toolkit pp. 12-13, 50**

# Module 7: Conclusion and Next Steps

*Following presentation of one or more of the preceding modules, the trainer then opens the floor for questions about the library's internship program and processes.*

**ACTIVITY: Individual and Group Activity\***

Individually reflect on the day's activities and identify three next steps to take post-training to prepare for effectively engaging interns.

Share these ideas with a fellow participant.

Finally, participants volunteer to share observations and ideas with the room.

*Conclude by providing an overview of where participants should go with future questions, concerns, and ideas regarding the library's internship program as well as any expected program timelines and next steps.*

*\* Trainers should also consider distributing an evaluation form for participants to provide feedback on the training session(s).*