

Public Relations Interns

A Guide for Employers

Roberta F. King, APR

Table of Contents

| | |
|---------------------------|---------------------------------------|
| Page 3 | Introduction |
| Page 3, 4 | Determining the need |
| Page 4, 5 | Potential duties |
| Page 5 | Where and when to find PR interns |
| Page 6, 7 | Interviewing |
| Page 8 | Testing |
| Page 10, 11 | Mentoring |
| Page 11, 12 | Performance Reviews and Salary issues |
| Page 12 | Orientation and Integration |
| Page 13, 14, 15 | Test and answer key |
| Page 14 | Evaluation |
| Page 16 | Sample job description |
| Page 17, 18 | Sample evaluation |
| Page 19 | Interview scoring table |
| Page 20 | Resources, sources, credits |

An Intern For Many Reasons

Companies look for PR interns for a variety of reasons. Some need help with a special project or assistance with routine work. Others may seek an intern to provide an extra set of hands and additional brainpower during a busy time. Firms also invite interns to join the staff on a temporary basis to determine if a permanent fit might exist. Whatever the reason, interns are hired and put to the test in all aspects of corporate and nonprofit America.

More and more, students are seeking quality internships. Many wish to gain experience before entering the work world and to make connections with professionals in the field. It is a widely held thought that an internship will help a student to be more competitive among peers. Students also use internships to test out the environment in a particular field of interest. Once internships were viewed as an activity to add experience to a resume, now it is an integral part of the career process and professional achievement.

For whatever reason you might believe your company needs or wants a public relations intern, this handbook will help guide and direct you to creating a position and finding the right person for the job.

Issues And Questions To Consider

There are a number of issues to research when considering the creating an intern position. These include:

- **Work load and office environment for the intern.**
 - Do we have enough work to keep an intern busy? Will this be full time or part time? If you've never had an intern before, it is probably good to start with 20-25 hours a week. With this amount of time you can keep an intern busy. As they ramp up and learn to work more rapidly you have the option of increasing their workload or hours.
- **Do we have adequate supervision for an intern?**
 - Someone in the organization needs to be responsible for the intern, whether it be a director, the CEO or the PR professional. This responsibility needs to be determined before the job is posted.
- **Is our company culture one that welcomes and understands the role of an intern?**
 - This is a question that will be answered in the first few minutes that the *idea* of an intern is introduced to others. If there is enthusiasm and support, you'll probably be successful. If people are skeptical about the value of an intern, then there will need to be changes in attitudes or the intern may not succeed.
- **Are there enough quality projects for an intern to do so they will be satisfied with the experience?**
 - It is important for an intern to have quality public relations projects to work on and complete. These "portfolio-builders" are helpful for the overall intern experience and for him or her to use when seeking a permanent position. A semester's worth of work should produce about a dozen items that the intern can say he or she had a hand in producing.

- **Can we provide adequate office space for an intern?**
 - It is important for an intern to have either private or shared space. All the other office tools and equipment need to be provided.
- **Can we pay an intern?**
 - While the idea of an unpaid internship is appealing to a company, especially a tightly-budgeted nonprofit, it is an issue that deserves close scrutiny. More on this in the *To Pay or not to Pay* section on pages 11 and 12.

Candidly answering the questions listed above provides the basic framework for a PR intern job description. A sample job description is on page 16.

It is important that the job description be accurate to the duties and appealing enough to attract an intern.

Possible duties might include:

- Topical research. Interns can be very good at researching a topic and writing about it. This can be useful for: backgrounders, websites, newsletters, press releases and brochures.
- Writing press releases; making follow-up phone calls.
- Writing fact sheets on specific topics, preparing talking points on a subject.
- Writing radio copy.
- Making inquiry phone calls about client appearances on radio or TV talk programs; handling logistics.
- Taking photographs for publications and the web.
- Designing brochures, newsletters and event programs.
- Writing basic PR plans for specific areas needing attention, doing the work entailed to carry out the plan.
- Making calls to determine media rates for paid advertising.
- Making calls to update a media list.
- Creating organizational PowerPoint presentations.
- Conducting interviews with clients and others for publications.

- Helping with special event organization, which could be departmental specific or events that involve the whole company.
- Conducting primary research with audiences including employees, volunteers and the public.
- The intern should have one project for which they are entirely responsible from start to finish – from planning to execution. It can be large or small, but it needs to be a portfolio highlight.

These duties are basic enough that an intern in his or her junior or senior year should be able to complete them with some assistance. Not all interns will be capable with all duties, but most should be knowledgeable and with some coaching be able to manage a workload comprised of these types of tasks.

An Intern For Every Season

Colleges and university placement offices or career centers are the best places to find interns. If you are offering a summer internship, it is worthwhile to post your position at colleges and universities throughout the entire state. Don't overlook schools in neighboring states, as well. Students who return home for the summer may be looking for an internship in their hometowns. For fall and winter postings, contact colleges and universities within driving distance for students who are living on or close to campus.

Post the internship opening on your company website and to contact the local Public Relations Society of America Chapter (PRSA) and offer the posting for their consideration. Chapters often have newsletters and websites that students can access. The web also has a national PRSSA (student affiliate) with an internship posting section.

An internet search sampling of several Michigan colleges and universities – Calvin College, Hope College, Ferris State University, University of Michigan, Central Michigan University and Grand Valley State University showed that simple searches for *career center* or *internship posting* lead to a page where an internship could be posted or a contact for posting was found.

Pre-planning Is Crucial

It is important to be seeking interns roughly halfway through the semester *prior* to when they are needed. For instance, summer interns should be interviewed and selected by March or April. Fall semester interns should be secured by July or August and sometimes even before summer break begins, if possible. Winter interns should be secured by October or November.

The Intern Interview Process

Interviewing an intern for a public relations position has its challenges. Students don't usually have the depth of experience to answer questions that might be asked of a PR professional. Look for is a student who understands the basic principles and tenants of public relations, someone who is a good writer and someone who is not too timid to get along in the office environment and with clients. You want someone who is reliable, a team player, yet independent. An ideal candidate is not afraid to ask for help and is thorough in their work. Enthusiasm and a great attitude goes a long way, too.

With a thoughtful interview process, work samples and testing, it is possible to find the right candidate. The interview process with a student is mostly to determine whether you and he or she will be a good fit. By taking about an hour and asking lots of kinds of questions you can find out if he or she is someone you will enjoy working with, mentoring and helping grow in the field.

Interview Questions To Consider Asking

There is a scoring table on page 19 to help you keep track of the interview areas and questions as well as assign a numeric score and comments to assess the candidate.

Warm up questions:

Pick a few of these questions and use them to get the candidate comfortable and talking about themselves and their life. Look for key formative experiences that show ambition, the ability to think on their feet, natural PR talent, dealing with conflict, solid relationships with peers and adults, decision-making skills and other qualities that you like in a co-worker. If you get short or vague answers, don't be afraid to ask them to tell you more or ask why.

- Tell me about yourself in high school? What were you involved in? What kinds of grades did you get? Did you have to work for those grades or did they come easily?
- Who was the best teacher you had in high school and how did they influence you?
- Where did you grow up? What was your life like?
- When you were growing up what did you aspire to become?
- Why did you choose to attend the college you did? What other colleges did you apply to or consider? Are you happy with your choice?
- When did you decide on your major? Why do you think it is right for you?

About the internship:

Here, you can determine if the intern is interested in your organization or is just taking the internship because they've gotten rather close to graduation and need the experience. Winter and fall candidates usually have fewer options, so don't be surprised if they tell you it was the only posting they saw.

Why this specific internship?

- Are there other internships you are you pursuing? What kinds of companies?
- Tell me what you know about our company. Why do we interest you?
- What do you hope to accomplish through this internship? How do you want it to help you?

- When you look at this job description (provide one for review) tell me what you think you'll excel at and where you think you'll need help.
- What college classes have you taken that you think will help you be good at this job? Why?

PR specific questions

Use these questions to determine if the candidate has a good grasp on the principles of the profession and if they have the natural talent and interest in the field.

- To you, what is public relations?
- Of all the projects you've done in your PR, marketing or advertising classes what have you enjoyed the most? What was the most difficult?
- Are you involved in any PR related activities at school or in the community?
- There are many situations that are occurring in the news each day that have a public relations component, what have you read or heard about that attracted your interest and why?

Relationships

With these questions you want to determine if the student is a team player, how well they get along with others, how they deal with conflict and how open they are feedback and a mentoring relationship.

- Tell me about a time you lead a group in a PR project. Was it successful? How did you contribute to the success? If there were conflicts in the group how did you manage them?
- Tell me about an adult in your life who really means something to you and why they are important.
- Tell me about your college roommates. How do you handle conflicts?
- Have you ever had a mentor? This might be a teacher or other adult who went out of their way to help you and teach you something. Who are they and why were they such a help?
- Tell me about your best friend. What kinds of qualities do they possess and what drew you to each other?

Big picture questions

Use these to determine the importance of the internship to the student and their maturity level.

- PR is a business that is driven by news and events. How do you keep up on news and trends?
- What are your plans after this internship?
 - The answer nine out of ten times is, "Find a job."

For senior students only: follow up with:

- How do you plan to conduct your search? How will you utilize this internship to help find work?
- If there is an ideal job out there for you, what would it be and who would it be with?
- Then, ask them about their questions. They should have a few.

Take a moment to tell them about your role and career path in PR, if you are a PR professional. If you are not in PR, talk about your job and why you are looking for a PR intern and what you hope to get from this experience.

Testing For Basic Skills

Because many PR interns come to the workplace with only classroom experience, it is helpful to give them a few basic tests to see if they can interview, write, proofread their work and can spell well.

Interviewing And Writing

Tools needed:

- Paper and pen
- PC with printer

Tell the student that this is a test to see how well they handle interviewing and writing. Give them a few minutes to think of some questions and then ask them to interview you about any subject that they would like. Give them about five minutes for the interview. Answer with some simple yes and no responses to determine if they know to probe further or ask follow up questions. Other responses you give should be candid.

Following the interview have them go to a nearby PC and write up a short profile about you. It needs to have a title, 3-4 paragraphs and include quotes.

- Time for writing should be about 30 minutes.

What you'll find out from this test:

- If they know how to ask questions that evoke good or appropriate answers.
- If they are skilled at asking appropriate questions for the given situation.
- If they write quickly, self-edit and can put this information to good use in a concise manner.

Spelling, Style, Grammar And Word Use Testing

Tools needed:

- Copy of the test on page 13 and a pen

Ask the student to review this test and either make corrections to the original sentence or re-write the sentence as needed.

- Allow 10 minutes for completion.

What you'll find out from this test:

- If they know the difference between several confusable words.
- When to abbreviate, when not.
- The proper use of numbers in writing.
- Use of quotation marks.
- Appropriate capitalization.
- Possessive plural use.
- Gender, disability and racial bias awareness.
- The ability to find small typos and repeated words.

Integration To The Office Environment

Even with 3 or 4 years of college and some work experience, many interns have never been in an office environment on a daily basis. Thus, understanding and adapting to a corporate culture, structure, workplace expectations and rules may prove challenging. Provision of an employee handbook or manual is important as is participation in a formal orientation, if one exists. Even if there is a formal orientation make sure the intern has an orientation from his or her direct supervisor.

At a minimum, orientation needs to include:

- Arrival time, lunch, breaks, time keeping and pay schedule
- Dress expectations
 - If you have a written or informal dress code make sure the intern is aware of what is unacceptable. Also keep in mind that students may have less of a clothing budget (especially if this internship is full-time) and as an employer you should adapt your code, if necessary. For example, if men in the office wear suits, an intern could be required to wear dress pants, shirt, and a tie, but not a suit.
 - Casual Friday for a student may mean something different than for the rest of the office staff. Make sure they know if jeans are acceptable or khakis are the norm.
 - Multiple body piercings and tattoos are common among college students. Make your views on exposed parts known the very first day of work or even during the interview with a strong candidate. If you are bothered by this and believe your clients/customers will be too, tell the intern outright that it is unacceptable.
- Show the intern how to operate the copier, fax and office voice mail – including the kind of message you wish to have them record. Talk with them about appropriate use of e mail and the internet. If your company has rules about use of the internet make sure to discuss this with them.
- Show the intern around the office and introduce him or her to everyone he or she will have regular contact with. Also send an introductory e mail to appropriate parties on behalf of the intern.
- Find a person in the office who can be the intern’s “go to” person for office issues. Your administrative assistant or another person located nearby the intern may be willing to answer questions and smooth the waters during the first few days.
- Have a project ready for the intern to do on the first day – something that is fairly deep and will keep them engaged in the work for most of the day. Projects like this could include a news release, a fact sheet or talking points for a press kit, or internet research on a specific topic. Make sure to give them a deadline and your expectations for the finished product. These first few days are good for the intern to read your annual report, look at your last few company newsletters and to learn more about your organization.
 - Remind the intern to take time and produce a quality product. It isn’t essential at this point to work through the project as fast as possible, but to work through it well with an eye on quality. Unless of course, it is a burning deadline project . . .

- Take the intern out for lunch the first day to a restaurant with a relaxing atmosphere. Take time to get to know him or her better. Think of yourself as a personal anthropologist – ask lots of questions. Also take time to share your career progression. Even if you are not a public relations professional, you can talk about how you got to where you are and your career path.
- Take time at the end of the day for a de-briefing session. If they don't have any questions or concerns, be sure to ask them how the day went, if they could find everything they needed and then talk about your plans for the next few days' work. By being open to their concerns and observations you'll build a stronger relationship from the start.

Great Expectations

On the first day or before hiring, it is critical that the employer makes his or her expectations very clear. Some expectations might be obvious, other less so. Consider some of these subjects for discussion:

- **Deadlines.** Does a Friday deadline mean first thing, noon or end of the day? Does it really mean Thursday so edits, corrections and approvals can be made before Friday?
- **Progress reports.** Let the intern know if you are a supervisor who likes frequent updates on projects or would rather just know when a project is faltering or successfully completed.
- **Approval process.** Make sure the intern knows who needs to read and edit a news release or fact sheet before it is sent to the media.
- **Feedback.** Understand how the intern likes to receive feedback - both criticism and praise. Try to follow their preferences combined with your own style.
- **Goals.** Have the intern clearly articulate any specific goals that he or she wishes to accomplish during the internship and how you will help them accomplish it.

The Supervisor As A PR Intern's Mentor

Depending on chemistry, circumstances and willingness, sometimes an internship will grow into a mentoring relationship. This is very dependent on the professional's willingness to give additional time and effort to the intern, and the intern's willingness to accept the additional guidance, direction and support of the supervisor.

Some components of a mentoring relationship might include:

Proactive. The mentor actively seeks opportunities for the intern to learn and grow in the field of public relations. A mentoring relationship is built on the desire of the mentor to see the intern as fully capable of entering the workforce after graduation.

Committed. A mentor is committed to the success of the intern and will take the time and extra steps to make sure that the intern is well-informed about a wide variety of topics in the

profession. This might include professional meetings, sharing of publications and other opportunities for growth.

Demanding. A mentor sets high standards for the intern, allowing for failure and recovery; taking time to make sure the intern understands the need for high professional standards.

Encouraging. A mentor is always a strong coach, helping the intern through challenges that are faced in the workplace and in the job search.

Respectful. The mentor understands that the intern is a colleague in the making; whose talents are yet to be fully developed. The mentor respects the inexperience and allows the intern to use the relationship to develop more professionally.

Realistic. The mentor and intern understand that there is a limit to the mentor's professional capability and connections to help the intern. The expectation is that the mentor will help open doors and make introductions – the intern will enter and handle themselves professionally and to the best of their ability.

Reviews And Evaluation

With the compressed timeframe of an internship, it is suggested that the intern be informally/orally evaluated at 30 days and 60 days and formal written evaluated upon exit. This is desirable because it helps the intern become accustomed to the evaluation process and allows time for feedback regarding the workload, projects and other issues that might arise. In any case, an evaluation is an important tool to use and should not be overlooked.

A supervisor may use a company evaluation or a sample is shown on page 17-18. It is a two part evaluation – one page for the intern to evaluate the experience and another for the employer to evaluate the work and progress of the intern.

It is likely that the college or university will ask for an evaluation as well and many provide their own forms to complete.

To Pay Or Not To Pay? It's Really No Question

In most circumstances it is best to create an internship as a temporary paid position. Not only does it help the student with college expenses, it keeps the internship a priority when competing with another paid position that the student might have during the semester. It is common for a summer intern who is not full-time with your company to have another paid job.

By law, internships do not have to be paid positions. In very sought after fields such as TV news, top national newspapers and magazines the internships are often unpaid. The same follows for key government locations including the White House and the Supreme Court where interns are volunteers.

There are several good reasons to pay an intern whenever possible and these reasons outweigh trying to recruit and maintain a volunteer intern.

- Unpaid internships drive a wedge between students who have financial means and those who struggle economically. According to an *USA Today* article, students in unpaid internships come from families with household incomes of over \$100,000 and their families subsidize their internships.

- By not offering a salary, you are overlooking bright qualified candidates who are financially unable to consider a non-paying position. By offering pay you will attract the best candidates regardless of economic status.
- If you are **not** going to pay an intern, legally you must provide work with an educational benefit. Therefore, you cannot put an intern at a copier day in and day out – doing a job that provides no educational benefit to the intern.
- Even if it is only minimum wage, a paid internship will make you and the intern feel better about the work and gives you both a more professional relationship.

The Final Word

There are people who question the value of a company taking on an intern. Without a doubt, having an intern is quite different than hiring and training a person in an entry-level position. Interns take extra time and effort; they often need more coaching than a permanent employee and they do make mistakes. But for the most part they are well worth the effort and time.

Good recruitment, screening and clear expectations help make the experience more satisfying for everyone involved.

In the end, the real measure of success is that your leadership, guidance and insight will help create an employee who makes a smoother transition to the workplace and into a career in public relations. A good intern experience will be a positive reflection on you professionally and on your company.

Appendixes

- **Editing and spelling test**
- **Answer key**
- **Sample job description**
- **Sample evaluation**

Find the spelling, grammar, standard style and punctuation errors in these sentences; write the corrections above the sentence.

1. Its a smart dog that scratches it's own fleas.
2. I am a member of the Public Realtions Student Society of America. The PRSSA helps students who wish to work in PR sharpen their skills and connect with PR professionals.
3. My ideal job would be to be a PR person with Walt Disney and work at the Magic Kingdom in FL!!!!
4. She stands by her principals of kindness and honesty and would never do any thing to hurt anyones feelings.
5. He works banker's hours.
6. The values issue appeared to have an effect on the recent election
7. We gave the charity 25 pair of girls' shoes.
8. "Ask not what you're country can do for you, but you can do for your country." said President J. Kennedy.
9. 100 pairs of shoes and 3 swimsuits were donated to the kid's at the the local YMCA. Ben Dover, President of the YMCA appeared to be grateful for the donations.
10. The St. Louis Cardinals have a great team this year and I think they will win the world series.
11. The color blue has a calming affect on people.
12. My class is made up equally of men, women, blacks and whites.
13. There is one wheelchair-bound person in the class.

Answer key, **correct** sentences are above in red.

It's a smart dog that scratches its own fleas.

Its a smart dog that scratches it's own fleas.

I am a member of the Public Relations Student Society of America (PRSSA). The PRSSA helps students who wish to work in Public Relations (PR) sharpen their skills and connect with PR professionals.

I am a member of the Public Realtions Student Society of America. The PRSSA helps students who wish to work in PR sharpen their skills and connect with PR professionals.

My ideal job would be to work in Public Relations with at the Disney Corporation and work at the Magic Kingdom in Florida!

My ideal job would be to be a PR person with Walt Disney and work at the Magic Kingdom in FL!!!!

She stands by her principles of kindness and honesty and would never do anything to hurt anyone's feelings.

She stands by her principals of kindness and honesty and would never do any thing to hurt anyones feelings.

He works bankers' hours.

He works banker's hours.

The values issue appeared to have an affect on the recent election.

The values issue appeared to have an effect on the recent election

No error

We gave the charity 25 pair of girls' shoes.

"Ask not what your country can do for you, but what you can do for your country," said President John F.Kennedy.

"Ask not what you're country can do for you, but what you can do for your country." said President J. Kennedy.

Exactly 100 pair of shoes and three swimsuits was donated to the kids at the local YMCA. Ben Dover, president of the YMCA appeared to be grateful for the donations.

100 pairs of shoes and 3 swimsuits were donated to the kid's at the the local YMCA. Ben Dover, President of the YMCA appeared to be grateful for the donations.

The St. Louis Cardinals have a great team this year and I think it will win the World Series.

The St. Louis Cardinals have a great team this year and I think they will win the world series.

The color blue has a calming effect on people.

The color blue has a calming affect on people.

My class is made up equally of people of both sexes and African Americans and Caucasians.
My class is made up equally of men, women, blacks and whites.

One person in the class uses a wheelchair.
There is one person with a disability in the class.
There is one wheelchair-bound person in the class.



Grand Rapids

community foundation[™]

For **good**. For **ever**.[®]

Intern Job Description/Posting

May to August 2005 - Grand Rapids Community Foundation

- Conduct interviews with grantees and Foundation donors for articles in the Foundation's bi-monthly newsletter.
- Write articles, update information and take digital images for the Foundation's website.
- Help with the start up (research and copywriting) of an e newsletter for donors.
- Write and edit news releases for the Foundation and for grantee organizations. Make follow up calls to the media. Assist with press conferences.
- Help with the organization of special events and collateral materials.
- Write copy as needed for in-house clients, create in-house publications.
- Using the Foundation's survey tool help with research and analysis of primary research.
- Other duties as assigned.

Payment: \$7.00 per hour 20 hours per week for 4 months. Paid parking.
Start date: May, 2005, end date mid August 2005.

Qualifications:

- Good writer and editor.
- Outgoing, assertive, confident personality
- Fun, good sense of humor
- Well-organized
- Independent worker
- Understanding/knowledge of basic P.R. principles
- Willingness to work hard and build a great portfolio
- Knowledge of Microsoft office software

To apply, send resume and writing samples by March 25 to:

Roberta King, APR

Vice President of PR & Marketing

Grand Rapids Community Foundation

161 Ottawa Avenue NW, Suite 209 C

Grand Rapids, Michigan 49503

Evaluation and Feedback

Name: _____ Date _____

Intern completes this page

What did you find most valuable about this internship?

What was least valuable about this internship?

Did this internship meet your expectations? Please explain.

What three things did you learn through this internship?

List your major accomplishments during this internship.

How could we improve our internship program?

Signed: _____

Intern Evaluation

Name:

Start Date:

End Date:

College:

Intern's strengths:

Suggestions for areas for growth:

Ability to complete work and follow directions:

Ability to understand and adapt to feedback:

Office demeanor:

Appearance and attendance:

Supervisor's name and signature _____

Intern's signature _____

Evaluation date _____

Intern interview scoring table

| Warm up/Overall | 1-10 score | This internship | 1-10 score |
|--------------------------------|-------------------|-------------------------------------|-------------------|
| Ability to talk freely | | Use of this job in regard to career | |
| Grammar and language | | Company knowledge and interest | |
| Complete articulation of ideas | | Ability to articulate goals | |
| Relationship with teacher(s) | | Other internship options | |
| Career focused | | | |

| PR potential | 1-10 score | Group/Relationships | 1-10 score |
|-----------------------------|-------------------|------------------------------------|-------------------|
| PR knowledge | | Group leadership | |
| PR strengths | | Conflict resolution within a group | |
| School-based PR involvement | | Roommate conflict resolution | |
| Current event awareness | | Mentor and relationship | |
| | | Best friend | |

| Big picture | 1-10 score | Extras | 1-10 score |
|------------------------------------|-------------------|---------------------------------------|-------------------|
| News awareness | | Warmth | |
| Plans post-internship | | Appearance | |
| Plans to find work, search tactics | | Eye contact | |
| Ideal job | | Questions and desire for the position | |
| | | Sense of humor and ability to engage | |

Total points _____ and comments:

Resources, Sources And Credits:

[A Practical Approach That Can Help Organizations Recruit and Select Public Relations Interns](#)
Nancy M Somerick. Public Relations Quarterly Rhinebeck: Spring 2004. Vol. 49, Issue. 1, p. 44-45 (2 pp.)

[Is it a worthwhile experience?](#)

Jo Bowman. PR Week (London Ed.). London: Apr 2, 2004. p. 22 (2 pp.)

[How To Build And Internship Program](#)

Brightman, Deborah E. The Public Relations Journal New York: January 1989. Vol. 45, Issue 1, p. 29 (2 pp.)

[Firms Use Internships to Test Entry-Level Job Seekers](#)

Bovet, Susan L. The Public Relations Journal New York: September 1992. Vol. 48, Issue 9, p. 26 (3 pp.)

[Fighting fires with interns: Building a program that keeps YOU on track](#)

Jill Mohler Kelsey. Public Relations Quarterly Rhinebeck: Fall 2002. Vol. 47, Issue 3, p. 43-45 (3 pp.)

[Adding an intern to the equation: What you need to know](#)

Mary Strerenberg. Public Relations Tactics. New York, February 2005. Volume 12, Issue 2. (9 pp.)

[Maximizing student productivity: Tips for successful internship programs](#)

Richard Puffer, APR. Public Relations Tactics. New York, February 2005. Volume 12, Issue 2. (8 pp.)

[Crucial Unpaid Internships Increasingly Separate the Haves from the Have Nots](#)

Jennifer Lee. The New York Times, August 10, 2004.

<http://www.unt.edu/lre/mentors/goodmentormentee.htm> from the University of North Texas website, School of Library and Information Sciences.

[With Interns You Get What You Pay For](#)

Laura Vanderkam, USA Today <http://www.usatoday.com/usatoday/20040420/6127403shtml>

Tadd Owens, President, Inner Action Coaching and Consulting, Grand Rapids, Michigan.

Author's experience:

Roberta F. King, APR has supervised interns in public relations for more than 20 years at the Grand Rapids Community Foundation in Grand Rapids, Michigan, at the American Red Cross in Muskegon, Michigan; the Grand Rapids Art Museum and Mercy General Health Partners in Muskegon. Her experiences with interns David, Jen, Robin, Hershel, Martwuan, Jared, Dan, Nichole, Elizabeth, Annah, Jennifer, April and especially Kathy, Belinda and Amanda have made for a career that never grows old or grows up!

