INTRODUCTION

The information provided in the accompanying documents explains how to implement a process in an internal audit class to work with interested internal audit groups in the community to perform planned internal audits. The process is derived from three schools that currently have programs that include real-world internal audits as an integral part of classroom instruction to reinforce and expand upon the fundamental internal audit concepts covered in the course. All three of these schools have integrated these projects into the core internal audit class. We recommend this approach; however, you could do this as a separate project in a more advanced class.

In these schools, this has been one of the highlights of the course because it allows students to apply what they have learned in the classroom and perform real-world audits in a supervised environment. Integrating real-world internal audit projects into the classroom brings internal auditing to life.

Some background information and project templates are provided in the Real-World Internal Audit Project document. The Instructor Overview PowerPoint provides a more detailed discussion of how to implement this type of project in the classroom. Additionally, the benefits to both students and participating internal audit functions are addressed.

OVERVIEW

This document explains how to implement a process in an internal audit class to work with interested internal audit groups in the community to perform planned internal audits. The process is derived from three schools that currently have programs that include real-world internal audits as an integral part of classroom instruction to reinforce, and expand upon, the fundamental internal audit concepts covered in the course. All three of these schools have integrated these projects into the core internal audit class. We recommend this approach, however, you could do this as a separate project in a more advanced class.

In all three schools, this has been one of the highlights of the course because it allows the students to apply what they have learned in the classroom and perform real-world audits in a supervised environment. Integrating real-world internal audit projects into the classroom brings internal auditing to life. Numerous additional benefits are addressed in more detail in the accompanying PowerPoint presentation.

The first step the instructor must take is to decide which internal audit functions in the community have environments that would be conducive to working with students. One of the internal audit functions that should be considered is the group responsible for conducting internal audits at the university. As the class grows and there are more students to place in internal audit roles, it will be necessary to branch out to other local internal audit functions, including nonprofit, government, city, and for-profit organizations.

The three schools from which this information was culled have implemented this program in different ways. The processes and related documentation practices of all schools are provided.

After obtaining commitments from local internal audit functions in the community, faculty members must match students to the available audits in each of the participating organizations. Matching students to specific audits can be handled a couple of different ways:
The faculty member simply selects the students who will perform each specific audit.

The faculty member allows students to compete for the audits they prefer by preparing and submitting internal audit-specific résumés that are reviewed by the internal auditors with whom the students would be working. Those internal auditors then review the résumés and interview the students who are interested in working with their group. In this scenario, students are allowed to interview with all of the groups; however, the final decision regarding which students are selected for the audits is made by audit management conducting the interviews. Consequently, students must prioritize the audits they wish to work on and submit their résumés to those functions timely. Students not selected will work on an individual audit project that will have all the components of a real audit. They will need to find the audit on their own. This also works well for students who may work full-time and not be able to work with audit groups during normal work hours.

In cases in which not all students in the class will be doing real-world audits (either because there are not enough audits available or because students’ work or other commitments prevent their participation), an alternative project and its requirements is included as appendix 6. The characteristics of the alternative project are similar to real-world audits, but they allow the student to choose their own project with instructor approval. The individual projects have key milestone dates and are monitored through student updates during the course of the semester to ensure that students do not fall behind.
Supplementary Handouts and Material

Included here are a number of documents developed to facilitate the administration of student participation in real-world internal audits. These documents can be customized according to individual environment and preferences.

The process for integrating real-world audits into the classroom experience as well as the materials that follow were developed by Urton Anderson at the University of Texas at Austin and the University of Kentucky and Mark Salamasick at the University of Texas at Dallas. We would like to hear about your experiences with including real-world audits with your other class projects. We both believe that this is one of the most rewarding aspects of an internal audit course and continually receive feedback from students that these audits are key to their understanding of internal auditing.

Mark Salamasick can be reached at msalamasick@utsystem.edu and Urton Anderson can be reached at urton.anderson@uky.edu.

List of Materials

Appendix 1: Sample Administrative Documentation
  a. Engagement Letter (This is a sample engagement letter. It can stand alone or may be integrated into the engagement letter from the audit function with whom you are working.)
  b. Auditor’s Objectivity and Ethics Statement to be signed by all students
  c. Requirements for the Project

Appendix 2: Evaluation of Team Project Presentations

Appendix 3: Team Assessment

Appendix 4: Assessment of Project Presentation

Appendix 5: Project Write-Up

Appendix 6: Alternative Project Description

Appendix 7: Sample Interview (for use when matching students to audits)

Appendix 8: Alternative Sample Interview (for use when matching students to audits)

Appendix 9: Project Administration Checklist

Appendix 10: Student Expectations

Appendix 11: Example Public Relations Benefits
Appendix 1.a
Engagement Letter

February xx, 20xx

Ms. Client Contact
XXXXXX
P. O. Box XXXXX
City, State XXXX

Dear Ms. _____:

This letter serves to confirm that the ___________ (henceforth referred to as “The Client”) has agreed to take part in an internal audit project with the undersigned business consulting group composed of students from the _________________. Our work will be conducted in conformance with The IIA’s *International Standards for the Professional Practice of Internal Auditing* and Code of Ethics.

The objectives of the project have been agreed upon as follows:

The student auditors shall:

1. XXXX
2. XXXX
3. Make recommendations/suggestions on ways to improve ___________ processes.

Our responsibilities as consultants include, but are not restricted to:

1. Keeping all information which is proprietary to ________________ confidential.
2. Keeping you informed of our progress on a regular basis.
3. Presenting you with a final written report by May XX, 20XX, at no charge to the client.

Your responsibilities as our client include, but are not restricted to:

1. Agreeing to meet with our group as needed.
2. Supplying our group with all relevant and complete information needed to complete this project.

We look forward to working with you.

STUDENT AUDITORS/Client
(Names and signatures of student and client)
Appendix 1.b
Auditor’s Objectivity and Ethics Statement

Internal Audit Team Member: ________________________________

PERSONAL IMPAIRMENTS:

There are circumstances in which internal auditors cannot be impartial because of their views or personal situation. These circumstances include, but are not limited to, the following:

- Preconceived ideas toward individuals, groups, organizations, or objectives of a particular program that could bias an audit.
- Previous involvement in a decision-making or management capacity that would affect current operations of the entity or program being audited.
- Biases, including those induced by political or social convictions of individuals who, for example, had previously approved invoices, payrolls, claims, and other proposed payments.
- Subsequent performance of an audit by the same individual who previously maintained the official accounting records.
- Financial interest, direct or substantial indirect, in the audited entity, program, or major supplier or creditor dealing with the entity.
- Official, professional, personal, or financial relationships that might cause the auditor to limit the extent of the inquiry, limit disclosure, or weaken audit findings in any way.
- If you have any relatives employed by the organization, complete the section below.

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<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Division and Position</th>
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By my signature below, I certify that I have disclosed below, or by attachment to this statement, any personal impairment of which I am aware and which might be viewed as an impairment to my objectivity in relation to the audit engagement described above. In addition, I have been informed of and understand the independence and objectivity standards of The Institute of Internal Auditors. In the event that my independence or objectivity in relation to the Division/Section/Department of the Organization becomes impaired, I understand that it is my responsibility to inform my immediate supervisor of the relevant circumstances. In addition, I have knowledge of, and will abide by, The Institute of Internal Auditors’ Code of Ethics.

Signed ___________________________________________ Date: __________________________
Appendix 1.c
Requirements for the Project

Name of Project: ________________________________

1. Engagement Letter (group)
   Each team should prepare an engagement letter. An example is provided as Appendix 1.a. Provide the instructor with a copy of the agreement signed by team members and client by February XX.

2. Interviews (or other workpaper)
   This need not be an auditee. For example, one of the team members on the audit of the mailroom audit might conduct a telephone interview with the mailroom manager for another state agency to obtain comparison information. The interview should be typed and the interview schedule (e.g., the questions to be asked) attached or incorporated in the workpaper. Due March XX.

3. Written Description of Auditee (group)
   Prepare a memo that summarizes information collected in the preliminary survey phase. It should include: objectives of operations, environmental constraints, resources, functional components, management’s background, and results of analytical review. Due March XX.

4. Risk Assessment
   Complete a risk assessment, if required (not necessary on all projects).

5. Flowchart of Operations (if appropriate)
   Create a flowchart or other charts as needed to analyze operations or some component of operations. Map out basic processes.

6. Audit Program
   For projects in which you are working with an internal audit function, this should be reviewed with your contact person in the internal audit department. For all other groups, you should schedule a meeting with me or the teaching assistant to review the program at or before the end of your preliminary survey phase.

7. Workpapers
   For projects in which you are working with an internal audit function, this will occur periodically as determined by your contact person in the internal audit department.
8. Report Draft (group)

The audit director/CAE needs to read the draft of the final report before it is presented to the client (typically at the final closing conference). They will need at least 24 hours for review, so plan accordingly.

Clean draft needs to be sent to the client electronically.

9. Final Report and Working papers (Group)

Turned in to me by (Day) and (Date) and (Time)
Appendix 2

Evaluation of Team Project Presentations

Team Project Assessment

Name of Project: ____________________________________________

During the semester, you will complete a major field project. You will work in groups of three to four depending on the scope of the project. The projects this term will involve actual audit work in a government agency, company, or nonprofit organization. The projects will be evaluated as follows:

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<tr>
<td>Deliverables and workpapers</td>
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<td>Interview/workpaper</td>
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<tr>
<td>Written description</td>
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<td>Class presentations</td>
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<td>Final written report</td>
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<tr>
<td>Team evaluation</td>
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<tr>
<td>Individual evaluations (client and/or audit supervisor) and completion of audit final checklist</td>
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<td><strong>Total</strong></td>
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Appendix 3
Team Assessment – Template 1

Team Assessments of Project and Other Information

Course Number: ________________

Date: ________________

Name: ___________________________ Team: ___________________________

1. What were the most difficult problems you encountered in completing the project?

2. What, to you, was the most valuable aspect of the project?

3. How could the project portion of the course be improved?
For yourself and each of your team members, complete the following questions.

1. Yourself:

   a. The amount of time I put into the project was:

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<td></td>
<td>Much less than other team members</td>
<td>The same as other team members</td>
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   b. My contribution to the overall project was:

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   Comments:

2. Name of team member______________________________

   a. The amount of time put into the project was:

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   b. This team member's overall contribution to the project was:

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   Comments:
3. Name of team member______________________________

a. The amount of time put into the project was:

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b. This team member's overall contribution to the project was:

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Comments:

4. Name of team member______________________________

a. The amount of time put into the project was:

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b. This team member's overall contribution to the project was:

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Comments:
Appendix 4
Individual Assessment – Template 2

Evaluation of Team Project Presentation

Your Name ____________________________________

Team Project Presented ____________________________________

a. Clarity and organization of presentation:

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<tr>
<td>1</td>
<td>Unorganized and difficult to understand</td>
<td>Organized, but still difficult to understand</td>
<td>Organized and easy to understand</td>
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Comments:

b. Content of presentation:

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<tr>
<td>1</td>
<td>Not much substance to presentation</td>
<td>What one would expect given scope of project</td>
<td>Beyond what I expected given scope of project</td>
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</tbody>
</table>

Comments:

1. Most valuable/interesting thing I learned from the presentation was:
2. Suggestions for improvement: (Be constructive.)
Appendix 5
Project Write-Up

Note to Instructor: This document is the template for the students to write up the project they completed. It is usually two or three pages long in total and is meant to be a summary. The instructor should sit down with the audit director and audit staff who supervised the students to review these student write-ups in detail and jointly determine the students' grades. This meeting also gives you a chance to discuss how the projects went and begin planning the next semester's projects.

Final Internal Audit Project Write-Up
Internal Audit
Name ____________________________________________

Internal Audit Project OR Alternative Project
(Use as much space as needed under each Category, but keep it to a maximum of three pages.)

NAME OF PROJECT:

Internal Audit Client or Alternative Project:

GROUP MEMBERS (if Team Audit):

Summary of audit:

Audit work you performed:

Approximate number of hours:
Summary of significant findings from your project or project team:

What were your key learning points from the audit project?

Describe any problems that were encountered with team members.

What was the most significant problem you encountered?

What were things you would do differently in an audit in the future?

As feedback to the managing group or the guidance provided on the individual projects, please provide any suggestions to improve it in the future.

Do you have an experience or piece of advice you would like to share with students who will participate in a similar project in the future?
Internal Audit
Alternative Internal Audit Project
Class Project – Fall 20XX

This project is designed for those students who are not able to participate in the real-world internal audit project either because the number of students in the class exceeds the number of available internal audit positions or because the student’s schedule is incompatible with the project. Students will document an entire business process, including the associated risks and controls, and learn how to audit it.

The options for this project are wide open. Students can select a business process in an organization they want to work and conduct informational interviews with individuals from whom they can obtain information to document the business process. Students also can select a process related to school, a favorite store, or restaurant. Students will gain the greatest benefit from the project if the process has meaning to them, particularly in the future. Working students may want to select a business process of an area they work in that they would like to know more about.

Project Description

To begin this project, students should use standard flowcharting and narratives to describe the business process. Students will obtain the necessary information by interviewing people involved with the selected process. After the business process is documented, the key risks related to the business process should be identified. Next, students should identify key controls to address the identified risks. Some risks may not have corresponding controls and students should recognize those gaps as potential areas of weakness for which a recommendation may result. Students should perform another walk-through of the process after they have documented the business process, risks, and controls. Multiple walk-throughs may be required. Students are expected to include a write-up of the walk-through as part of the required documentation for this project.

Time should be allocated for students working on this project to meet to discuss and work on the project throughout the project timeline. Although this is not a group project, students will benefit from working with others to discuss their individual projects and get ideas from other students.

The final product for this project is a set of workpapers and final report based on the work performed, including flowcharts, narratives, documented risks and controls, sample audit program to audit the area, and typical weaknesses and recommendations that an internal auditor might find for that particular area. Students also will prepare a short PowerPoint presentation summarizing the process they selected, as well as the corresponding risks, controls, and possible audit findings. One of the highlights of the internal audit class is the final audit presentations.
Project Milestones

January 23, 20XX — Selection of business process and preliminary project planning is due by the start of class on this date. A project planning sheet is attached and must be turned in at this time or points will be deducted from the final grade.

February 21, 20XX — A final project plan, including engagement scope, is due on this date. If it is not turned in at the beginning of the class, points will be deducted.

April 25, 20XX — Planning, fieldwork (testing), and process documentation should be submitted in the form of workpapers. If it is not turned in at the beginning of class, points will be deducted.

The final, formal class presentation on the project required from each student will have intermediate due dates as announced in class throughout the semester. The final presentation and project is due by April 25, 20XX.
GRADING RUBRIC

10% Turn in Grading Rubric
20% Engagement Scope
40% Workpapers
20% Presentation
10% Final Write-Up and Overall Quality of Work Turned In

It is extremely important for students to take advantage of faculty member office hours and sessions led by teaching assistants to clear up any questions they have regarding expectations for this project. Students cannot be successful if they wait until the last minute to complete any of the parts of this assignment.
Internal Audit – Project Planning Sheet
Class Project – Spring 20XX
Due in Class January XX, 20XX

Name _____________________________________________

Company or Business ______________________________________

Business Process ________________________________________

Why you selected the business and the process:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Potential interview sources (name or position):

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Anticipated problems with this project:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Appendix 7
Sample Interview
(for use in matching auditors to projects)

Interview Questions

1. Why do you want to work on this audit? How many hours do you feel you could dedicate to this per week?

2. What audit do you prefer to work on?

3. What do you want to get out of this experience?

4. Tell me about a time you had to work on a team when the team members did not all share a common goal. Was the team able to come together to achieve this goal? What role did you play?

5. What types of experiences have you had in talking with customers, clients, or management? Specifically, tell me about a time when you had to communicate under difficult circumstances.

6. We all have to make decisions on the job regarding the delicate balance between personal and work objectives. When do you feel you have had to make personal sacrifices in order to get the job done?

7. What are the top three reasons why you are the best person for this job?
Appendix 8
Alternative Sample Interview
(for use when matching students to audits)

Interview Questions

The questions below are examples of questions that can be used if you have multiple interviewers. Depending on time for the interviews, you can select one or more question from each category.

Results Oriented

1. Tell me how you establish goals for yourself and how you achieve those goals.

2. How do you overcome obstacles when achieving goals?

3. In what ways do you evaluate your own performance in your current position?

4. What in your past shows a strong drive for achieving results?

5. Tell me about a time when you set a goal and were not really sure you could achieve it, but you did.

6. Tell me about a time when you came up with a more efficient way of doing something.

Action Oriented

1. Tell me about a time when you were unsure about what action to take. How did you determine what to do and what action did you take?

2. Describe a time when you communicated something unpleasant or difficult to someone. How did you assert yourself?

3. How do you go about making decisions?

4. Tell me about a time you volunteered to take the lead with a project, customer, or issue.

5. Tell me about a time when you made a decision and took action without appropriate approval.

6. Describe the last time you had to make a very important and difficult decision on your own without guidance from others.
Fosters Teamwork

1. Give me an example of a time when your positive attitude caused others to be motivated or energized. Be specific.

2. Tell me about a time you had to work on a team when the team members did not all share a common goal. Was the team able to come together to achieve its goal? What role did you play?

3. Tell me about a time you did not agree with a coworker. What was the situation and how did you handle yourself?

4. Describe a team experience that was motivating for you and why.

5. Describe a team you worked on that was particularly effective and why.

6. Describe a situation in which you had to solve a complex problem with someone who had a different approach.

Inspires Trust

1. How do you describe your communication skills with coworkers and peers, as well as with managers?

2. Doing what we say we are going to do is one of our company’s values. Give me an example of a time when you were unable to get something done that you had told someone you would do. How did you handle the situation and that person?

3. How would your peers/managers/professors/friends describe you during a crisis situation?

4. How do you handle intense or difficult situations?

5. Describe a time when you were concerned about meeting a deadline you had committed to meeting.

6. Describe a time when you handled a stressful situation well.
Written Communication

1. Give me an example taken from your experiences in report writing, preparation of memos, or general correspondence that demonstrates the extent of your written communication.

2. In some jobs, it is necessary to thoroughly document the work performed in writing. For example, documentation might be necessary to prove you did your job correctly or to train someone new. Give me an example of your experiences in this area.

3. This internal audit job will require you to spend a lot of time writing. Tell me about writing experiences that you think will contribute to your ability to do this job well.

4. How often do you expose yourself to new written communications? When have these skills helped you to be a superior performer?

5. Describe your experiences in editing articles, documents, or any other form of written communication.

Communicates Effectively

1. Tell me about a time you were particularly successful in making a presentation to a customer, manager, or group of peers in school.

2. What types of experiences have you had talking with customers, clients, or management? Specifically, tell me about a time when you had to communicate under difficult circumstances.

3. Give me an example of a time you were able to develop rapport with someone in a difficult situation.

4. Describe a time when you were successful in dealing with someone because you were able to establish credibility with them.

5. Describe a situation in which you had a miscommunication with someone. How did you handle it?

6. Describe a situation in which you had to rely on your written communication skills in order to get a point across that was important to you.

Interpersonal Skills

1. Interpersonal conflict or personal rejection are common realities in the workplace. Give me an example of a time when you had to cope with these issues.
2. Being sympathetic to another person's problem, even if you are not the cause of it, requires special understanding of the situation. Describe a time when you were able to effectively handle a situation like this.

3. Describe a person with whom you do not get along well either at work or school. Now tell me about the time that you best handled this relationship. What did you say or do? How did that person react?

4. Describe a situation in which you had to deal with a difficult customer, coworker, or peer. How did you handle the situation? What happened as a result of your actions? What would you do differently today, if anything?

5. What attributes make others particularly easy people with whom to work?

6. Tell me the biggest disagreement you have had with a coworker, boss, or peer. What was the outcome? What is the relationship like today?

**Exercises Good Judgment**

1. Describe a time when you were under pressure to make an immediate decision without the help of anyone else. What decision did you make? What was the outcome?

2. Describe a time when you had to sell an idea to someone. What was the idea? How did you sell them on it and what was the outcome?

3. How have you made decisions in the past to solve a problem for yourself, friend, or a coworker? What is a specific example?

4. Give me an example of a good decision you have made regarding solving a problem. How did you arrive at the decision? How did you implement it?

5. Describe a time when you had to make an unpopular decision. What happened?

6. Tell me about a situation in which you felt it necessary to modify or change your plans in order to respond to another person's needs?

**Work Ethic**

1. Tell me about a time when you had to work very hard to reach your goals. Be specific about what you achieved.
2. We all have to make decisions on the job about the delicate balance between personal and work objectives. When do you feel you have had to make personal sacrifices in order to get the job done?

3. Tell me about a time at work when someone commented on your high or superior level of task orientation.

4. Tell me about a time when you were able to be persistent in order to reach goals.

5. Some people have a strong sense of urgency about getting short-term results. Others are more laid back and less driven in their approach. Give me an example of a time when you were either more laid back or more urgent.

Examples of Closing Questions

1. What skills or assets do you bring to the table that would make you a successful teammate at our company?

2. How do you think your experience or background would allow you to be a successful contributor at our company?

3. What uniquely qualifies you to become a member of our team?

4. What attributes are you looking for in a corporation?

5. Why do you want to come to work for our company?

6. After your day today, what is your impression of our company and what we value?
Appendix 9
Project Administration Checklist

Project Administration Items Checklist
(Commonly forgotten items—this is not a comprehensive list of all items.)

1. Engagement letter.
2. Independence statement.
3. Time report (report of hours for each project member).
4. Each working paper with appropriate sign-off (date, preparer).
5. Draft report cross-referenced to working papers.
6. Report contains appendix with risk assessment, if appropriate.
7. Final report in electronic format.
Appendix 10

Student Expectations

The information below is provided to students related to the expectations of the project and also for grading purposes. It is suggested this be made available at the beginning of the class so that you are completely transparent with students on the grading and expectations of the project. This list has been tested over a period of more than five years and is continually updated.

**STUDENT AUDITOR EXPECTATIONS**

1. All information gained during the course of the audit should be considered confidential and not shared outside of the internal audit department to which you are assigned unless given advance express permission by the internal audit director.

2. Although this is a school project, this is also an internship. Therefore, all aspects of your involvement with this audit should be treated as you would if you were employed full-time in the audit department:
   - Review and return emails (using your school email or email allowed per the audit department) promptly.
   - Always maintain a professional and courteous tone via email and in person with your audit client and the audit staff.
   - Always dress business casual or better when meeting with the audit client.
   - Be prompt for all meetings (team meetings and meetings with the audit client). If you are running late, always notify your in-charge as soon as possible.

3. Remember that the audit client cannot always meet around your schedule. Please be as flexible as possible when scheduling meetings with the audit client.

4. All work performed, document copies, notes taken, etc. related to the audit (paper and electronic) are the property of the audit department and should be turned over to your in-charge auditor or the audit director by the end of the semester.

5. Once all work has been turned over to the audit department, all files should be deleted from your personal computer, and the audit software application (Teammate or other) should be uninstalled.

6. You will be graded on the work you perform, your level of commitment to complete tasks assigned, your willingness to work as a team member, and your overall ability to take direction from your in-charge and the audit director. Things to consider:
   - Students do not all have the same amount of available time to work on an audit. You will be expected to put in a minimum of 4–8 hours per week. However, you will also be graded based on the number of hours worked as compared to the number of hours you reported as available during your interview.
   - Some students elect to continue working on the audit after the final class presentation is complete. While this is not required, it is certainly looked upon favorably and could positively influence future recommendations.
7. This is a real-life audit. Please keep in mind that, very occasionally, unforeseen issues can occur that affect the audit to which you are assigned. The audit department will make every effort to ensure that you receive the audit experience you desire.

**GRADING**

Grades are subjective but will be given based on a discussion with each audit team and the professor using the following criteria:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>95-100</strong></td>
<td>Outstanding communication skills—verbal, listening, and writing.</td>
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<td></td>
<td>Takes initiative to begin tasks once assigned.</td>
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<td></td>
<td>Demonstrated leadership on the team.</td>
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<tr>
<td></td>
<td>Excellent client relations.</td>
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<tr>
<td></td>
<td>Prompt to all team and client meetings.</td>
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<tr>
<td></td>
<td>Extremely professional and able to communicate with high-level managers.</td>
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<tr>
<td></td>
<td>Completed assignment ahead of schedule, if possible.</td>
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<tr>
<td></td>
<td>Kept in-charge updated.</td>
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<tr>
<td></td>
<td>Worked more hours than assigned.</td>
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<tr>
<td></td>
<td>Presentation to the class on results of project was outstanding in all aspects: verbal presentation; content; creativity.</td>
</tr>
<tr>
<td></td>
<td>Working papers were performed in accordance with audit department instructions with minimal coaching notes.</td>
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<tr>
<td></td>
<td>End of audit write-up excellent. Student demonstrated complete understanding of project objectives and results.</td>
</tr>
<tr>
<td></td>
<td>Communicated well with the head of the audit department.</td>
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<tr>
<td></td>
<td>Willing to continue working on the audit after grades were submitted, if necessary.</td>
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<tr>
<td></td>
<td>Audit department would definitely hire this student if they had a job opening.</td>
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<tr>
<td></td>
<td>Easily recognized problems and made good recommendations.</td>
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<tr>
<td></td>
<td>Required minimal supervision and asked pertinent questions when necessary.</td>
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<tr>
<td></td>
<td>Audit hours should be approximately 8 hours a week or an amount necessary to complete satisfactory work.</td>
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<tr>
<td>Grade Range</td>
<td>Criteria</td>
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</table>
| **90-94**   | ■ Good communication skills—verbal, listening, and writing.  
■ Worked well on the team.  
■ Prompt to all team and client meetings.  
■ Completed assignment ahead of schedule, if possible.  
■ Willing to work more hours than assigned.  
■ Presentation to the class was good and showed that objectives were met.  
■ Communicated well with the head of the audit department.  
■ Working papers were performed in accordance with audit department instructions with few coaching notes.  
■ End of audit write-up was good and student demonstrated good understanding of the project’s objectives and results.  
■ Willing to continue working on the audit after grades were submitted, if necessary.  
■ Audit department would hire this student if they had a job opening.  
■ Usually recognized problems and provided recommendations.  
■ Did not require as much supervision as other students.  
■ Audit hours should be approximately 8 hours a week or an amount necessary to complete satisfactory work. |
| **85-89**   | ■ Communication skills are good but could use some improvement.  
■ Worked well on the team.  
■ Prompt to all team and client meetings.  
■ Completed assignment on schedule.  
■ Class presentation good but lacking in some areas.  
■ Working papers were generally performed in accordance with audit department instructions but had more coaching notes.  
■ End of audit write-up was satisfactory.  
■ Willing to continue working on the audit after grades were submitted.  
■ Audit department would consider hiring this student if they had a job opening.  
■ Usually recognized problems and provided recommendations.  
■ Required somewhat more supervision than most students.  
■ Worked 4-8 hours per week on the audit. |
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Criteria</th>
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</table>
| **80-84**   | - Communication skills are adequate but could use additional improvement.  
- Worked well on the team.  
- Attended team and client meetings.  
- End of audit write-up needed improvement.  
- Class presentation was average.  
- Working papers were generally performed in accordance with audit department instructions, but more coaching notes were prepared by the in-charge than necessary.  
- Audit department might hire this student if they had a job opening.  
- Usually recognized problems.  
- Required more supervision than that typically required of staff auditors.  
- Worked 4-8 hours per week on the audit. |
| **70-79**   | - Working papers were not always performed in accordance with audit department instructions. Many coaching notes by the in-charge.  
- Not willing to finish up audit work that was not done.  
- End of audit write-up demonstrated that student did not fully understand objectives and results.  
- Communication skills need improvement.  
- Did not always work well on the team.  
- Missed team or client meetings without letting in-charge know.  
- Class presentation needed improvement.  
- Audit department would not hire this student.  
- Did not easily recognize problems.  
- Required much more supervision than that typically required of staff auditors.  
- Worked less than four hours per week on the audit unless prior arrangements were made with director. |
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>&lt;69</td>
<td>Not common, as typically the student intern would be “fired” if these issues were noted:</td>
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<tr>
<td></td>
<td>■ Did not understand the objectives, focused on issues other than those documented in the planning memo and those discussed with the director. The auditor did not understand the scope and objectives of the audit. Or the auditor did not communicate planning effectively with the director.</td>
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<tr>
<td></td>
<td>■ Did not easily recognize problems or failed to recognize key issues.</td>
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<td></td>
<td>■ Poor communication skills—difficult to understand or communicate.</td>
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<td></td>
<td>■ Did not show initiative, enthusiasm, self-confidence, or a good attitude. Auditor did not work well with others.</td>
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<tr>
<td></td>
<td>■ Class presentation was not effective and presentation was below average.</td>
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<tr>
<td></td>
<td>■ Audit department would never hire this student.</td>
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<tr>
<td></td>
<td>■ Did not work as part of a team.</td>
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<tr>
<td></td>
<td>■ Did not adhere to standards of professionalism set forth by The IIA and/or the department.</td>
</tr>
<tr>
<td></td>
<td>■ Working papers were not performed in accordance with audit department instructions and had numerous coaching notes.</td>
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<tr>
<td></td>
<td>■ Did not turn in work to the audit department.</td>
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<tr>
<td></td>
<td>■ Worked less than 20 hours on the project.</td>
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</table>

I understand and agree to the above expectations:

Student Auditor ____________________________ Date ______________________

In-Charge Auditor __________________________ Date ______________________

Chief Audit Executive ________________________ Date ______________________
Appendix II
Example Public Relations Benefits

(LINK TO DOWNLOAD)