Starting and Maintaining A Quality Internship Program

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Sixth Edition

INTRODUCTION

The dream…hire experienced employees who require very little, if any, training. But this dream conflicts with reality. How can organizations meet the needs of today and prepare the workforce of the future? One solution is to develop a quality internship program. This booklet will assist you in doing just that.

What Is An Internship?

An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience. Characteristics include:

- Duration of anywhere from a month to two years, but a typical experience usually lasts from three to six months.
- Generally a one-time experience.
- May be part-time or full-time.
- May be paid or non-paid.
- Internships may be part of an educational program and carefully monitored and evaluated for academic credit, or internships can be part of a learning plan that someone develops individually.
- An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional "learning agenda" is structured into the experience.
- Learning activities common to most internships include learning objectives, observation, reflection, evaluation and assessment.
- An effort is made to establish a reasonable balance between the intern's learning goals and the specific work an organization needs done.
- Internships promote academic, career and/or personal development.

Adapted from materials published by the National Society for Experiential Education (NSEE)

How Do Internships Benefit Employers?

- Year round source of highly motivated pre-professionals
- Students bring new perspectives to old problems
- Visibility of your organization is increased on campus
- Quality candidates for temporary or seasonal positions and projects
- Freedom for professional staff to pursue more creative projects
- Flexible, cost-effective work force not requiring a long-term employer commitment
- Proven, cost-effective way to recruit and evaluate potential employees
- Your image in the community is enhanced as you contribute your expertise to the educational enterprise

STEPS TO BEGINNING AN INTERNSHIP PROGRAM

Designing an internship program that meets your needs
As varied as organizations are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you? Designing an internship program to meet your needs is as easy as five steps.

Step 1: Set goals

- What does your organization hope to achieve from the program?
- Are you a small organization searching for additional help on a project?
- Is your organization growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn't have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

A careful discussion with management can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. As many staffing professionals may know, in order for a program to be successful, it will require the commitment of management.

Step 2: Write a plan

Carefully plan and write out your internship program and goals. Managers, mentors, interns and university career centers are all going to be reading what you write about the internship. Draft a job description that clearly explains the job's duties. Do you want someone for a specific project? What about general support around the workplace? How about giving the intern a taste of everything your company does? Structure the internship ahead of time so that you can be sure to meet your goals and not find yourself floundering partway through. (see the Internship Position Description later)

Things to think about include:

Will you pay the intern? If so, how much? Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives.

Where will you put the intern? Do you have adequate workspace for them? Will you help make parking arrangements, living arrangements, etc.?

What sort of academic background and experience do you want in an intern? Decide on standards for quality beforehand — it'll help you narrow down the choices and find the best candidates.

Who will have the primary responsibility for the intern? Will that person be a mentor or merely a supervisor?

What will the intern be doing? Be as specific as possible. Interns, like others in the process of learning, need structure so they don't become lost, confused or bored.

Do you want to plan a program beyond the work you give your interns?
Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they're likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students for next year.

These are just some of the questions to consider. Your organization's approach will depend on your specific resources and needs.

A very important part of your plan should be the assignment of a mentor or supervisor — that is, someone from the intern's department who will be in charge of the intern. This person doesn't have to be a teacher per se, but should be selected because he or she likes to teach or train and has the resources to do it. If the person you select has never mentored an intern before, give him or her some basic training in mentoring.

Step 3: Recruit an intern(s)

How will you find those ideal candidates to fill your internship position(s)? *The number-one tip from those who have established programs is to get out there early!* This cannot be overemphasized to organizations that want the very best interns. Begin searching three to four months before you need a student to begin. Starting early has other advantages: the longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with him or her.

When you're out recruiting, **develop relationships with local recruitment resources.** Promote yourself with school-to-work coordinators in high schools and with the career or internship centers at colleges and universities, attend internship and job fairs, place ads in their school newspapers and websites, and send material to student organizations. Promote yourself elsewhere in the city by getting to know people at local employment organizations, and youth employment projects. Post advertisements on such organizations' websites and get to know the contacts there.

And remember, **choose your interns just as carefully as you'd choose permanent employees.** After all, they might **be** permanent employees some day. You're making an investment; time and money will go into this person. This is where the interview will come in handy: Is the intern truly motivated, or does he or she just want a job? Will the intern fit into your organization's culture? Does he or she have the level of experience you need? With careful consideration of whom to hire at the beginning, you can avoid some of the most common pitfalls of internships.

Last, but certainly not least, **learn the legal implications** of hiring interns. Just like any other workers, they are subject to legal protections and regulations. Protect yourself and your intern by knowing the laws: What work can and can't you assign? This is especially important if your company employs a lot of international students,

who need special qualifications to work in the U.S. Consult your corporate lawyer or the intern's school office of international education, if you think you might run into problems. (see legal section later in this manual)

Step 4: Manage the intern(s)

Once you've hired a worker, you have him or her work, right? That's true for interns as well as regular employees, but with an intern, you'll be making an important first impression. The beginning days of the internship program are often its defining days. When you give them their first tasks, you're signaling what can be expected in the future. If you give them nothing or very little to do, it sends a message that this job will be easy — and boring. Interns don't want that, and of course, neither do employers. The organization of your internship program will probably be the single most important influence on an intern's impression of your organization, and thus the chances that he or she will come back. So how do you "plan for success"?

Consider the goals of your program. The nature of the program and the activities that you choose to undertake should directly relate to your program goals.

First things first: Orient your intern to his or her new workplace. This might take the form of a conventional orientation program or merely a walk around the office, depending on the size of your company. After all, even though they may not be permanent employees, they'll be spending a great deal of time in your workplace. Give interns an overview of your organization; some companies give talks or hand out information about the company's history, vision and services. Explain who does what and what the intern's duties will be. Introduce him or her to co-workers and give them a complete tour of the facility. Making your intern at home in the office is your first step to bringing him or her back.

Give your intern the resources he or she needs to do the job. That may sound obvious, but you'd be surprised at how many companies stick their interns out in the hallway or transfer them from desk to desk. That sends a potent message you don't want to send: Interns aren't important; we don't want you here. Give the intern a desk, point out the supply room, and introduce the tech support people. If you intimidate your interns into silence, you could miss out on valuable contributions to your projects—or warnings about impending problems.

Keep an eye on the intern. This doesn't mean to watch their every move, but do make sure you know what's happening with their daily tasks. Watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it also could mean that he or she is confused and shy about telling you so. It's easy to be shy in a workplace full of older strangers who all know each other. See whether the intern is trying to do anything that requires someone else's input. Make sure that work is taking precedence over web browsing. Paying attention early helps you head off problems and bad habits early on.

Along those same lines, it's important to **give them lots of feedback!** Especially if your interns have never done this kind of work before, they'll want to know if their work is measuring up to your expectations. No matter what the level of experience, they need you, as a more experienced worker, to let them know if their work is

officially “okay”. Periodically, examine what your intern has produced and make suggestions.

Evaluate the intern’s progress every now and then.

Remember those goals you outlined before? A few weeks after the internship begins, it’s time to see how well you and your intern are meeting those goals. Evaluation processes differ. Yours might be as formal as written evaluations every three weeks or as informal as occasional lunches with the internship coordinator and/or the intern’s mentor. Some companies have the intern evaluate the experience and the company as well. Again, your structure is largely up to your corporate culture and needs. As an added bonus, these evaluations will be handy later if you decide to interview a former intern for full-time work, or to publicize how successful your program has been. (see forms further on)

Maintaining program popularity will require hard evidence that your organization is getting a return on its investment. Some organizations have adopted a process of formal exit interviews. Through this process they can determine if interns are leaving the company having had a good experience, and it provides valuable feedback to managers for program planning in the following year.

In addition to qualitative measures, a number of quantitative measures have also been adopted. Some common measures include the number of interns that become full-time employees; repeat requests for interns from managers; and growing numbers of intern applicants. In order to successfully measure your own program outcome, you should return to the stated program goals, and address those outcomes.

Keep your focus on the future

With the job market experiencing a dearth of qualified employees, it only makes sense to investigate early those quality high school, community college, technical school and college students whom you can bring back later. Take on interns now and you’ll have a competitive advantage in recruiting the best workers—you’ll already be known to the employees you want most. Your new workers will already be trained for your workplace and loyal to your company, lowering training time, recruiting costs and turnover rates. You’ll build a reputation that will pay off with students, colleges and the community. And your company will save money while benefiting from the input of talented, enthusiastic, innovative people. With all of these advantages, you might find that you can’t afford not to do internships.

TEN CONCERNS OF INTERNS

1. Give us real work!

It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.

2. Do what you say, and say what you do!

Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.

3. We like feedback!

Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.

4. We want to be included too!

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.

5. Please explain.

When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. I want a mentor!

Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.

7. A minute of your time please.

The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

8. Be prepared!
That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.

9. Um…I need a chair.
It is amazing how many employers hire an intern and don't think about the fact that they will need a desk, chair, phone and a computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.

10. Show me the money (as best you can).
While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.

LEGAL ISSUES

Do you have to pay interns?
The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least $500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

You don't have to pay interns who qualify as leaders/trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

1) Interns cannot displace regular employees
2) Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience)
3) Interns are not entitled to wages during the internship
4) Interns must receive training from your organization, even if it somewhat impedes the work
5) Interns must get hands-on experience with equipment and processes used in your industry
6) Interns' training must primarily benefit them, not the organization.

Workers' and Unemployment Compensation
Workers' compensation boards have found that interns contribute enough to a company to make them employees. It's wise to cover interns under your workers' compensation policy even though you aren't required to do so. Student interns are not generally eligible for unemployment compensation at the end of the internship.

Keep In Mind
Even if a student is working through a school program for which he or she is being "paid" in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns make ideal workers — hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.

The employer should identify the specific terms and conditions of employment (e.g., dates of employment as an intern, including the date the internship will end; compensation; organizational and/or reporting relationships; principal duties, tasks or responsibilities; working conditions; confidentiality; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may make good sense to document such a discussion with a written agreement. This should be made in consultation with the educational institution. (Be sure to read the Appendices)

If an intern is harassed at your organization, and you don't do anything about it, your organization opens itself to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organization's harassment policy and complaint procedures.

International Students
The most common visa types employers will see on college campuses, when recruiting international undergraduate or graduate students for either full-time or internship positions are the F-1 and J-1 visas.

"An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. This is the most common non-immigrant visa for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program and 12 months of post-program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa. Authorization for employment is strictly limited to certain situations.

- The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.

- Curricular Practical Training: An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The INS defines this type of training as 'alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.'

- Post-Completion Practical Training: This is temporary employment directly related to the student's major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part-time work. Those on a student visa can only gain authorization once for this type of training."

The above information is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers (NACE). Reprinted with permission of the National Association of Colleges and Employers, copyright holder. For more information on these and other legal issues related to hiring, see NACEWeb at www.naceweb.org.

Also see the website of the U.S. Citizenship and Immigration Services – http://uscis.gov/graphics/lawsregs/index.htm
Title 8 of the Code of Federal Regulations, Section 214.2 (f)

Employers can take advantage of a nationwide service provider who handles all the necessary paperwork and processing for international students to work in an organization.

Immigration Support Services
1300 Bent Creek Blvd.
Mechanicsburg, PA 17055
Web: www.immigrationsupport.com

INTERNSHIP POSITION DESCRIPTION

(This form will be made available to students. Please review and complete as necessary.)

Position:

Organization:

Address 1:

Address 2:

City: **St:** **Zip:**

Contact:

Title:

Phone: **Fax:**

Email:

Website:

Majors Desired:

GPA Desired:

This internship is open to the following (please check all that apply):

__ High School Junior
__ High School Senior
__ Community College
__ Technical School
__ College/University

Inquiry Deadline:

_____

We will accept the following types of students: __ Credit __ Non-Credit
Is free and safe parking available? __ Yes __ No
If not, do you provide reimbursement for parking? __ Yes __ No

Time Preference:
__ Part Time ____ Hrs/Week
__ Full Time
__ No Preference

Compensation:
_____ Per Hour
_____ Stipend
_____ Other

When Available:
__ Fall
__ Spring
__ Summer

Job/Project Description:

Experience/ Skills Desired:

ORIENTING AND TRAINING INTERNS

Many students are unfamiliar with the activities, environment and objectives of business and industry. Even though your interns may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making orientation of business. It is this orientation and training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization.

The sooner your student interns understand what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. You can help this process by providing the following kinds of information about your site:

- **Prior to the First Day**
  - Set up an organized work area for the intern
  - Set up phone, voicemail, PC, email, and internet access and/or other resources necessary for them to accomplish the tasks you have stipulated in the internship position description
  - Outline work expectations for the duration of the internship
  - Prepare forms to be signed, including a confidentiality agreement, if necessary

- **Personnel Structure**
  - company organization
  - special industry jargon
  - specific work standards and procedures
  - reporting relationships
  - access to the supervisor (days, times, and duration)
  - tasks that can be completed without supervisory approval
  - work processing requests and timeliness
  - mail and telephone systems
  - approved form(s) for correspondence
  - safety regulations
  - procedure for signing off completed work
  - periodic forms or reports to be completed
  - security and confidentiality issues, if relevant
  - acceptable dress and appearance
  - maintaining the premises and work station
  - productive interactions with others at the work site
  - personnel who can answer different kinds of questions
  - how the organization wants the intern to deal with clients, customers, and vendors

You can communicate this information in several ways:

- take your interns on a tour of the facilities and introduce them to the other employees
- give your interns company materials to read such as newsletters, annual reports, an organization chart, or memos from the CEO

- encourage your interns to spend break and lunchtimes in places where employees gather
- schedule regular one-on-one meetings with them
- give the interns opportunities to observe (or participate in) professional meetings
- allow the interns to interview company personnel
- encourage the interns to walk around and observe others at work

The success of an internship depends on the partnership between representatives of the organization, the college, and the student. These three parties need to agree on the conditions of the internship, the responsibilities of each party, and the reporting requirements. The site supervisor is the critical link. You guide your interns by providing direction and feedback. If a problem occurs, you counsel the students and contact the faculty supervisor, when necessary.

KEY POINTS

- Develop a thorough orientation and training plan to be implemented when the interns begin work, so they will learn quickly and become productive members of your team.
- Invest supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

NOTES

ORIENTATION CHECKLIST

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who don't. To help acclimate interns, please take time initially to:

- **Explain the Mission of the Organization**
  - How did the organization start? Why?
  - What is unique about your product or service?
  - Who benefits from your product or service?
  - What are the organization's current objectives?
  - How may the intern contribute to those objectives?

- **Explain the Organization Structure**
  - Who reports to whom?
  - Who, specifically, is the intern's supervisor?
  - What is the intern's department responsible for?
  - How are decisions made?
  - Which personnel can answer different kinds of questions?

- **Outline Organizational Rules, Policies, Decorum and Expectations**
  - Is there special industry jargon?
  - What are the specific work standards and procedures?
  - What access to the supervisor (days, times, and duration) does the intern have?
  - How should they process requests?
  - How do the mail and telephone systems work?
  - What are the approved forms for correspondence?
  - By what safety regulations must they abide?
  - Is there a procedure for signing off completed work?
  - What periodic forms or reports need to be completed?
  - What local, state, and/or federal guidelines or laws apply to their work?
  - Are there security or confidentiality issues the intern should be aware of?
  - What is acceptable with regard to dress and appearance?
  - How should they maintain the premises and their work area?

- **Define the Intern's Responsibilities**
  - What is the intern's role?
  - What projects will be assigned to him or her?
  - What resources are available to the intern?
  - What training is necessary?
  - How does the organization want the intern to deal with clients and vendors?
  - What tasks can be completed without supervisory approval?
  - Do other employees understand the intern's role?

- **Monitor the Intern's Adjustment and Understanding of What is Expected**
  - Make yourself visibly available to the intern
  - Assign someone who can periodically "check-in" with the intern
  - Provide feedback and constructive criticism
  - Force the intern to ask questions

DEVELOPING WORK ACTIVITIES
AND
MEASURABLE LEARNING OBJECTIVES

A large part of producing effective position descriptions involves the development of challenging work assignments that complement students' academic programs. One way to do this is to design a preliminary list of work activities that will fit the needs of your department. A detailed description of typical tasks will help the college to promote your internship or field experience, and to screen the right candidates for the position. Later, when the interns you select join your team, you will have a chance to review the work activities and modify them according to the interns' knowledge and personal work/learning goals.

As part of the educational process, internship work activities should focus on projects specifically related to the academic major and the degree the interns expect to receive. Students who perform menial tasks will become quickly demoralized and will learn nothing about applying their expertise to a business environment. While many students work (or have worked) at part-time jobs to finance their education, an internship does not fall into the category of a job. It is actually part of their academic program and should offer every opportunity to link classroom learning to workplace experience.

Undergraduate students expect and appreciate clear direction regarding what is expected of them and frequent feedback concerning what and how they have done. (In their academic environment, clear direction and periodic feedback is the way of life.) It is also most important that the interns perceive their work is making a useful contribution to the sponsoring organization.

A particular concern at the undergraduate level is that the work assignments provide the interns with a variety of tasks, while accommodating the needs of the organization. Of course, some of the interns' responsibilities will involve repetition, because all work involves some repeated activity. We are suggesting, however, the program be designed to maximize the scope
e of the students' organizational experience.

Sample tasks that undergraduate students have provided for their sponsoring organizations include the following:

- performing laboratory tests
- writing handbooks or manuals
- designing posters, charts, graphs
- generating financial forecast and cost recovery reports
- performing software/hardware modifications
- conducting studies and surveys
- developing slide/sound presentations
- compiling technical reports
- creating academic lesson plans
- conducting research
- generating marketing plans

- conducting training packages
- preparing budgets and financial reports

Developing challenging work assignments relative to the students' abilities is a major thrust of the position description. Your final internship, or field experience, description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

KEY POINTS

- Describe challenging, but realistic tasks students can accomplish within a three-month period.
- Work with faculty to establish specific learning objectives for students.
- Identify outcomes or expected products.
- Be willing to incorporate the students' particular strengths.
- Show how this work relates to the overall efforts of the department or organization.

NOTES

SUPERVISING THE INTERN

As an intern supervisor, you use all the skills necessary in any effective supervisory relationship:

- Providing leadership
- Motivating
- Delegating
- Communicating
- Developing and training
- Evaluating

Additionally, the students will look to you as a mentor who will assist their transition from the classroom to the work environment. Since the internship is an extension of the learning process, you will need to provide opportunities to bridge the two experiences.

We suggest that you meet with your interns regularly to provide feedback concerning their performance. During these meetings, the students can:

- report on the status of a project
- ask questions
- learn how their work is contributing to the organization
- participate in an evaluation of their strengths
- discuss areas needing growth and development
- get a sense of what kind of work lies ahead

At the same time you will have an opportunity to coach, counsel and reinforce positive attitudes and performance.

You should anticipate that you will have some interaction with your students' internship coordinator through telephone calls, on-site visits, and written evaluations. Such persons will help you find a solution if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts). Also, you should get in touch with the college contact if the internship conditions must be altered, such as a change in supervisors, delays in the availability of data needed by the students to complete an assignment, a strike by unionized employees, transfer or termination of an employee involved in the interns' work, or other unanticipated changes.

Encourage your interns to keep a portfolio of work accomplished during the experience. This will help fulfill the students' academic requirements and provide them with a sense of accomplishment. In addition, it will give you a basis to discuss their professional growth. Specific work documents to include in a portfolio might be any of the following:

- Job Descriptions
- Legislation
- Proposals
- Manuals
- Company Newsletters
- Performance Appraisals
- Charts/Graphs
- Correspondence
- Financial Reports
- Displays & Exhibits
- References
- Survey Reports

- Citations & Awards
- Contracts
- Program Outlines
- Press Releases
- Certificates
- Research Report
- Cost Analyses
- Computer Print-outs

In addition to spontaneous and informal meetings, you should use the form provided by the Internship Center to evaluate your interns' performance at the midpoint of the internship, so the students know where they stand. You should consider the quality and timeliness of the work produced to date, ability to take and follow direction, work habits, and areas needing growth and development. This information will also provide data for the final evaluation and serve as a reference point for the students' subsequent performance.

KEY POINTS

- Maintain an open channel of communication with formal and informal meetings
- Keep the interns busy and directed towards their learning objectives. Students rarely complain of overwork, but they do complain if they are not challenged.
- Provide opportunities for increasing responsibility.
- Encourage professionalism by assisting the interns in developing human relations skills, decision-making abilities, and managing office politics.
- Remember that you are a role model.
- Develop connections

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EMPLOYER EVALUATION OF STUDENT INTERN

Student: _____ **Organization:**_____

1	Unsatisfactory	(Never demonstrates this ability/does not meet expectations)
2	Uncomplimentary	(Seldom demonstrates this ability/rarely meets expectations)
3	Fair	(Sometimes demonstrates this ability/meets expectations)
4	Commendable	(Usually demonstrates this ability/sometimes exceeds expectations)
5	Exceptional	(Always demonstrates this ability/consistently exceeds expectations)

If any criteria are not applicable to this internship experience, please leave the response blank.

A.	**Ability to Learn**					
	1. Asks pertinent and purposeful questions	1	2	3	4	5
	2. Seeks out and utilizes appropriate resources	1	2	3	4	5
	3. Accepts responsibility for mistakes and learns from experiences	1	2	3	4	5
B.	**Reading/Writing/Computation Skills**					
	1. Reads/comprehends/follows written materials	1	2	3	4	5
	2. Communicates ideas and concepts clearly in writing	1	2	3	4	5
	3. Works with mathematical procedures appropriate to the job	1	2	3	4	5
C.	**Listening & Oral Communication Skills**					
	1. Listens to others in an active and attentive manner	1	2	3	4	5
	2. Effectively participates in meetings or group settings	1	2	3	4	5
	3. Demonstrates effective verbal communication skills	1	2	3	4	5
D.	**Creative Thinking & Problem Solving Skills**					
	1. Breaks down complex tasks/problems into manageable pieces	1	2	3	4	5
	2. Brainstorms/develops options and ideas	1	2	3	4	5
	3. Demonstrates an analytical capacity	1	2	3	4	5
E.	**Professional & Career Development Skills**					
	1. Exhibits self-motivated approach to work	1	2	3	4	5
	2. Demonstrates ability to set appropriate priorities/goals	1	2	3	4	5
	3. Exhibits professional behavior and attitude	1	2	3	4	5
F.	**Interpersonal & Teamwork Skills**					
	1. Manages and resolves conflict in an effective manner	1	2	3	4	5
	2. Supports and contributes to a team atmosphere	1	2	3	4	5
	3. Demonstrates assertive but appropriate behavior	1	2	3	4	5
G.	**Organizational Effectiveness Skills**					
	1. Seeks to understand and support the organization's mission/goals	1	2	3	4	5
	2. Fits in with the norms and expectations of the organization	1	2	3	4	5
	3. Works within appropriate authority and decision-making channels	1	2	3	4	5
H.	**Basic Work Habits**					
	1. Reports to work as scheduled and on-time	1	2	3	4	5
	2. Exhibits a positive and constructive attitude	1	2	3	4	5
	3. Dress and appearance are appropriate for this organization	1	2	3	4	5

I. Character Attributes

1. Brings a sense of values and integrity to the job	1	2	3	4	5
2. Behaves in an ethical manner	1	2	3	4	5
3. Respects the diversity (religious/cultural/ethnic) of co-workers	1	2	3	4	5

J. Open Category: Industry-Specific Skills

Are there any skills or competencies that you feel are important to the profession or career-field (represented by your organization) that have not been previously listed in this evaluation? If so, please list these skills below and assess the intern accordingly.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

K. Comments:

K. Overall Performance (if I were to rate the intern at the present time)

Unsatisfactory		Poor			Average		Good			Outstanding
0	1	2	3	4	5	6	7	8	9	10
(F	D	D+	C-	C	C+	B-	B	B+	A-	A)

This assessment was reviewed with the intern on (Month/Day/Year) _____.

Evaluator's Signature: _____ Date: _____

Title/Position: _____ Telephone: _____

STUDENT EVALUATION OF INTERNSHIP

Please respond to the following questions regarding your internship experience and site.
The purpose of this form is to provide opportunity for frank appraisal of the internship location.

Your Name: _____ Date: _____

Organization: _____ Semester/Year: _____

Location: _____ Supervisor: _____

1. Please rate the following aspects of your internship experience on the basis of this scale:
   (1) Poor (2) Fair (3) Good (4) Excellent

Site				
Physical environment was safe	1	2	3	4
An orientation was provided to the organization	1	2	3	4
Adequate resources were available to accomplish projects	1	2	3	4
Co-workers were accepting and helpful	1	2	3	4

Supervisor				
Supervisor provided a clear job description	1	2	3	4
Regular feedback was provided on my progress and abilities	1	2	3	4
An effort was made to make it a learning experience for me	1	2	3	4
Supervisor provided levels of responsibility consistent with my abilities	1	2	3	4
Supervisor was supportive of the agreed-upon work days and hours	1	2	3	4

Learning Experience				
Work experience related to my academic discipline and/or career goal	1	2	3	4
Opportunities were provided to develop my communication skills	1	2	3	4
Opportunities were provided to develop my interpersonal skills	1	2	3	4
Opportunities were provided to develop my creativity	1	2	3	4
Opportunities were provided to develop my problem-solving abilities	1	2	3	4
This experience has helped prepare me for the workplace	1	2	3	4

Overall Value Rating for this Internship	1	2	3	4

Feel free to explain any of your responses to the above criteria here (use other side if necessary):

2. Would you work for this supervisor again? ___ Yes ___ No ___ Uncertain

3. Would you work for this organization again? ___ Yes ___ No ___ Uncertain

4. Would you recommend this organization to other students? ___ Yes ___ No ___ Uncertain

RESOURCES

DEVELOPING STUDENTS INTO PROFESSIONALS

InternQube – www.internqube.com - is a dynamic website devoted to helping students develop professionally during their internship experience. It is an online textbook, but so much more. Included on the website is a reference manual dealing with a variety of topics, a reflective journaling module with 20+ sets of questions, audio podcasts, resource links, videos, group discussion/collaboration, and social networking with interns around the country and internationally. All of the above is included in a six-month subscription fee of only $39. (See attached flyer)

EMPLOYER TOOLS

The two companies listed below provide excellent resources to help employers set up and effectively manage internship programs.

Intern Bridge – www.internbridge.com

Intern Toolkit - www.internshipinstitute.org/toolkit.asp

PROFESSIONAL ORGANIZATIONS

National, member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, should be consulted.

Cooperative Education and Internship Association (CEIA)
P. O. Box 42506
Cincinnati, OH 45242
Phone: 513-793-CEIA (2342)
Fax: 513-793-0463
Web: www.ceiainc.org

National Association of Colleges and Employers (NACE)
62 Highland Ave.
Bethlehem, PA 18017
Phone: 800/544-5272
Fax: 610/868-0208
Web: www.naceweb.org

National Society for Experiential Education (NSEE)
19 Mantua Rd.
Mt. Royal, NJ 08096
Phone: 856-423-3427
Fax: 856-423-3420
Web: www.nsee.org

APPENDIX 1 – "HOLD HARMLESS" AGREEMENTS

STATEMENT OF PRINCIPLES REGARDING RELEASE AND INDEMNITY AGREEMENTS

Approved by the Board of the Cooperative Education and Internship Association (CEIA) -Jan. 2003

The Cooperative Education and Internship Association (CEIA) encourages the following for their members with regard to requests by site sponsors for institutional Indemnity and Student Release Agreements.

Background
In recent years, site sponsors have grown concerned about the liability they may encounter by hosting student co-ops or interns. Because of this growing concern, some site sponsors have sought to have colleges/universities sign agreements, which would require the student co-op/intern to release the site sponsor from liability and require the educational institution to indemnify the site sponsor from liability, while hosting a student co-op/intern.

These agreements, sometimes referred to as Hold Harmless Agreements, not only preclude a claim against the site sponsor by the participating student, but also require the college/university to pay any expenses, damages, or claims arising out of the internship arrangement such as claims made by the student co-op/intern (or a person injured by the student co-op/intern) against the site sponsor. In extreme cases these agreements have stated the college/university will cover the site sponsor even when the claim has arisen as a result of site sponsor negligence. Appropriately, colleges/universities have balked at signing such agreements. Indeed, colleges/universities should avoid signing these types of agreements that are unfair and one-sided.

Conduct of Parties
Members of CEIA should conduct themselves in a professional manner in all dealings with the represented parties in a work-integrated learning experience such as a co-op or internship.

As a principle of fundamental fairness, we urge all parties to bear responsibility for their own actions, including negligence, should that occur.

To avoid jeopardizing a potential co-op/internship experience, site sponsors should keep the appropriate college/university co-op/internship personnel informed of available opportunities. They should also, in a timely manner, inform the appropriate college/university personnel of their intentions to host a student co-op/intern. Colleges/universities must have sufficient time to consider approval of work-integrated learning experiences that have been arranged with, or without, the assistance of personnel and/or resources of the college/university.

The college/university and the site sponsor should provide access to appropriate work/learning experiences in safe environments, where the students will have adequate supervision and the necessary tools and equipment to perform the work required. The students' work will be rewarded with agreed upon compensation, if any, and agreed upon academic rewards.

The student must be aware of the fact that each chosen career field has established a set of general standards that speak to the professional conduct of people engaged in work within that occupation. It is the student's responsibility to fully understand, and abide by, those professional standards of conduct, as well as those established by their site sponsor, and any standards established by their college or university.

The site sponsor and college/university should carry appropriate insurance, including policies mandated by federal, state, and local law. These include, but are not necessarily limited to general liability, professional liability, and worker's compensation insurance.

In allocating the risk of loss as between participating entities, a core question that each party should ask is, " Who is receiving the greatest benefit from this co-op or internship?" Each should also ask, "Who is in the best position to control and insure against possible risks?"

All agreements should delineate the rights and responsibilities of the parties involved.

APPENDIX 2 – SAMPLE MEMO OF UNDERSTANDING

Sample Guidelines
A sample memo of understanding between the college/university and the site sponsor follows. It focuses not on risk allocation, but agreement on responsibilities. This document must be reviewed, and modified as necessary, by attorneys from the respective parties, prior to the implementation of the work-integrated learning experience.

MEMO OF UNDERSTANDING

I. Purpose. The College Co-op/Internship Program provides an educational strategy whereby students complement their academic preparation with direct practical experience. The effort to combine a productive work experience with an intentional learning component is a proven method for promoting the academic, personal, and career development of students. Your participation exhibits your interest and commitment to this educational strategy and to the growth and development of students as future professionals. We look forward to collaborating with you in this work/learning endeavor.

II. Responsibilities. To help insure the interests and promote the benefits of a co-op/internship arrangement for all parties involved, the College has developed this memorandum of understanding to describe the mutual responsibilities between the College and your organization:
_____ hereafter named as Site Sponsor.

A. Responsibilities of the College/University

1. Encourage the student's productive contribution to the overall mission of the Site Sponsor;
2. Certify the student's academic eligibility to participate in an internship assignment;
3. Establish guidelines and standards for the conduct of its co-op/internship program and to make these guidelines and standards available to the Site Sponsor;
4. Designate a faculty member to serve as advisor to the student with responsibilities to assist in setting learning objectives, to confer with Site Sponsor personnel, to monitor the progress of the internship assignment, and to evaluate the academic performance of the student.
5. Maintain communication with the Site Sponsor and clarify College policies and procedures;
6. Maintain the confidentiality of any information designated by the Site Sponsor as confidential;
7. Provide general liability insurance, and such professional liability insurance as may be reasonably required, for each participating student and faculty member.
8. Enforce any additional rules and procedures that are mutually agreed upon in advance in writing between the College and the Site Sponsor.

B. Responsibilities of the Site Sponsor

1. Encourage and support the learning aspect of the student's co-op/internship assignment;
2. Designate an employee to serve as student advisor with responsibilities to help orient the student to the site and its culture, to assist in the development of learning objectives, to confer regularly with the student and his/her faculty representative, and to monitor progress of the student;
3. Provide adequate supervision for the student and to assign duties that are career-related, progressive and challenging;
4. Make available equipment, supplies, and space necessary for the student to perform his/her duties;
5. Provide a safe working environment;
6. Will not displace regular workers with students secured through co-op/internship referral;
7. Notify College personnel of any changes in the student's work status, schedule, or performance;
8. Allow a faculty representative to visit the work site to confer with the student and his/her supervisor;
9. Communicate Site Sponsor policies and standards to College personnel.
10. Maintain general liability, professional liability and worker's compensation insurance as required by law.

III. Terms of Co-op/Internship Arrangement. A co-op/internship arrangement for each student will be a period agreed upon by the Site Sponsor and the College. Should the Site Sponsor become dissatisfied with the performance of a student, the Site Sponsor may request termination of the co-op/internship arrangement. This should occur only after College personnel have been notified in advance and a satisfactory resolution cannot be obtained. Conversely, the College may request termination of the arrangement for any student not complying with College guidelines and procedures for the co-op/internship program, or if the Site Sponsor does not uphold the responsibilities mentioned above, as long as Site Sponsor personnel have been notified in advance and satisfactory resolution cannot be obtained.

IV. Duration of Agreement. This memorandum of understanding shall continue in effect from _____ to _____ .

Any questions regarding the co-op/internship program, its procedures, or this memorandum should be referred to:

Site Sponsor Representative: _____ Date: _____

College Representative: _____ Date: _____

APPENDIX 3 – HIPPA REGULATIONS AND INTERNS

The Health Insurance Portability and Accountability Act (HIPAA) has certain regulations which went into effect around April 15, 2003. Some site sponsors view educational institutions as a "business associate," which makes it untenable for schools to continue working with them.

Site sponsors need to be aware of the following:

Student interns and clinical placements are part of a covered entity's "workforce" as defined in 45 CFR 160.103. Neither they nor the college can be a "business associate" of a site, because they are not engaged in performing, or assisting the site in performing, any of the "business associate" functions listed in the CFR section cited above. This is explained very helpfully in a document published by the Department of Health and Human Services at:
http://www.hhs.gov/ocr/hipaa/guidelines/businessassociates.pdf

InternQube.com is the first online tool specifically designed to help students develop professionally during their internship or co-op experience. Released in late August 2009, it is a modest attempt to create a multi-faceted website which seeks to aggregate the best information available and provides the following components:

- Text – a manual written in executive summary format. Each individual pdf chapter is written in a nuts and bolts, get-to-the-point, style. Topics include: Common Courtesy, Common Dilemmas, Communication Skills, Email and Phone Etiquette, Ethical Behavior, Making Mistakes, Networking, Office Romance, Orientation – Making the Most of Your Experience, Problem Solving, Processing Your Experiences, Teamwork, Transitioning to Employment, Understanding Your Supervisor and Co-Workers, Virtual Meetings, and more.

- Audio – each written chapter of the reference manual is also in mp3 format, if students would rather listen than read. A variety of other podcasts are also available.

- Video – select videos produced just for InternQube and links to some produced by others.

- Blournal – this reflective writing tool allows students to respond to 20 sets of questions, helping them process their learning experiences. Reflection spurs deeper learning.

- Articles – links to articles in newspapers and magazines on issues that impact them.

- Books – if students want to expand their reading, there is an excellent title selection of the best books addressing a variety of career and job issues.

- PocketNotes – simple forms to save students time and effort in organizing projects, meetings, networking contacts, job search tracking, and more.

- Web Links – dozens of links to help students find jobs, locate other internships, and address numerous career and professional issues, including a special international section for students going to, or coming from, another country.

- Group Discussion / Collaboration – students may pose questions to fellow interns about a situation in which they find themselves, and post comments on topics begun by others.

- iConnect – a Facebook-like module allowing students to connect with other subscribed interns no matter where they are located – across the country or around the world.

- The site is dynamic. New resources are regularly added or updated. Internship professionals with expertise in different industries will be contributing their wisdom.

- Students may access all this for six (6) months with an individual subscription by credit card for only $39. Colleges, non-profit organizations, businesses, and government agencies may purchase a block of subscriptions for their interns for $29 per student.

InternQube.com