



# **I N T E R N S H I P S**

*An Employer's Guide to  
Experiential Education*

**INDIANA CAREERS CONSORTIUM**



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## Introduction to Internships

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*The dream . . . hire experienced new employees who already have the knowledge and skills to “hit the ground running.” 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. Although internships vary widely from organization to organization, some common characteristics include the following. An internship:

- Is a time-limited experience that usually lasts about three months and occurs during the fall, spring or summer semesters.
- Is generally a one-time experience.
- May be part-time or full-time.
- May be paid or non-paid.
- May be part of an educational program and carefully monitored and evaluated for academic credit
- May be part of a learning plan that someone develops individually.
- Is different from a short-term job or volunteer work and has an intentional “learning agenda” in a structured work environment.
- Includes learning objectives, observation, reflection, evaluation and assessment.
- Has an existing employee working in the department/position to mentor and supervise the intern.
- Seeks to establish a reasonable balance between the intern’s learning goals and the specific work tasks of an organization.
- Promotes academic, career and/or personal development.

### How Do Internships Benefit Employers?

Employers benefit from interns in many ways. While the employer is involved in the on-going training and mentoring of interns, the benefits are many and are listed below.

- A year round source of highly motivated pre-professionals
- The opportunity to have new perspectives on various processes, procedures and programs
- Quality candidates for temporary or seasonal positions and projects
- The increased visibility of your organization on college campuses
- The freedom for professional staff to pursue other important projects and tasks
- A flexible, cost-effective work force that does not require a long-term employment commitment
- Prepared and trained new employees hired from your intern pool
- A proven, cost-effective way to recruit and evaluate potential employees

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

## Introduction to Internships, continued

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### **Designing an Internship Program That Meets Your Needs**

As varied as organizations are in size, age, industry and product, so 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 usually follows the five step process listed in the chapters that follow.

Developing an internship program takes planning and discussing with management. Coming to consensus on program goals that can be understood by all involved is critical to the success of an internship program. Formalizing an internship program with written goals, expectations and outcomes may address the concerns and needs of management and staff. A critical requirement of a successful internship program requires the commitment of management. As you prepare to formalize your internship program, answer the following questions.

- **What does your organization hope to achieve from the program?**
  - Are you a small organization or not-for-profit organization searching for additional help on projects?
  - Do you have a fast-growing organization and find that you are having difficulty finding motivated new employees?
  - Are you a not-for-profit with limited resources, but can provide an interesting and rewarding experience?
  - Is your organization searching for employees to hire and want to “try out” potential candidates through internships?

## Step One: Writing an Internship Program Plan

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**Carefully plan and write out your internship program and goals.** The internship program and goals will be measured by your company's management team and others in your organization. Structuring the internship ahead of time will provide you with tangible goals and objectives that will enable you to prove to your organization's decision-makers the importance and value of a well-developed internship program.

In creating your internship program plan, include specific ideas, proposals and logistical information. Construct your plan based on your organization's needs and resources. The questions that follow may assist you in formulating an internship program and plan.

- **Do you want someone for a specific project?** If so, what are the tasks and objectives of the project? What are the deadlines for completing the tasks and objectives?
- **What about general support around the workplace?** Does your company need an intern to perform administrative and support functions including data entry, answering telephones, filing, etc.? If so, approximately what percentage of the intern's time will be spent on these activities?
- **Do you want to give the intern a taste of everything your company does?** How will cross-training be structured into the intern's schedule? How much time will need to be devoted to each department/area? Have employees from each department been designated to mentor the intern on their particular department functions?
- **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? The assignment of a mentor who will work closely with the intern can be essential in creating a successful experience for the organization and the intern. Ideally, the mentor should be someone from the department where the intern is working and who is very familiar with the projects and tasks the intern is working on. 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, providing basic supervision and mentoring guidelines and training may enhance the experience for both the mentor and the intern.
- **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 or 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.

## Step Two: Writing an Internship/Job Description

Draft an internship/job description that clearly explains the intern's duties. A job description will structure the experience for the intern and the employer and can be used to measure goals and accomplishments.

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/organization. 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.

In creating a job position, consider the following:

- The purpose of the internship—Document the particular contributions of the internship to the organization's overall mission
- The duties and essential activities/job functions that will be required of the intern
- The name of the department/division where the internship will be performed
- The expectations regarding outcomes of tasks/projects performed and completed
- The physical and mental requirements of the internship—Also include the required major, minimum GPA (if applicable), class standing (freshman, sophomore, junior or senior) and any technical or job specific skills the intern would need to perform the internship successfully
- The length of the internship and the required number of hours per week
- The supervisor responsible for mentoring and evaluating the interns' progress
- Any training that will be provided
- The application and selection processes and who will be responsible for making the final hiring decision

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.

## Step Two: Writing an Internship/Job Description, continued

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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/field experience description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

The Internship Position Description Worksheet in the appendix of this handbook can provide you with a format and specific fields of information to include in the description.

### 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.

## Sample Job Description—Not-for-Profit Organization

### Chicago Botanic Garden - Internship Program

The Chicago Botanic Garden is 385 acres of natural beauty with 23 gardens and three native habitat areas. The second most visited public garden in the United States, it has more than 1.9 million plants of 8,800 taxa, the largest collection in the Upper Midwest. The Garden, which is a recognized center of education, research and conservation, has a respected internship program.

Interns gain hands-on experience in the areas of education, horticulture or research, and in addition, as part of their training are required to attend educational programming to broaden their general exposure to public horticulture and research. The educational component consists of lectures, field trips and workshops offered through the School of the Chicago Botanic Garden.

Most interns work between 37.5 and 40 hours per week at \$8.16 per hour. Housing is not provided. Assistance, however, in finding local accommodations is given. Interns are ultimately responsible for finding housing. International students are accepted.

### Conservation Science – Plant Demography

**PURPOSE:** To gain experience in basic and applied research on the biology, ecology and evolution of threatened native plants and/or invasive plants. To learn a variety of field, greenhouse and laboratory techniques. To design and implement an independent project.

#### **DUTIES AND RESPONSIBILITIES:**

- Field work, including plant mapping, demographic monitoring, fitness measurements, hand pollination and seed collection
- Laboratory work, including genetic analyses, plant measurements, microscopy
- Data entry and analysis, report writing, literature searches and reviews
- Participation in a variety of activities outdoors and indoors, working on independent research, attending seminars, participating in meetings and interacting closely with botanists, researchers and conservation scientists
- Attend courses of interest offered by the School of the Chicago Botanic Garden

**DEPARTMENT:** Conservation Science

**REPORTS TO:** Supervisor's Name, Conservation Scientist

**SUPERVISES:** Volunteers

**COOPERATIVE RELATIONSHIPS:** Botanic Garden Staff, particularly in the Science departments

#### **POSITION REQUIREMENTS:**

- Bachelor's degree in biology, botany, ecology or a related major and a commitment to conservation and restoration of native plants
- Candidates should have exposure to plant research, field ecology, conservation biology, laboratory techniques (DNA, tissue culture), herbarium techniques, or plant identification
- Computer skills and the ability to work both independently and as part of a team are essential
- Start date is negotiable between March and June 2003 for a 12-month position

## Sample Job Description—Not-for-Profit Organization, continued

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### Internship Program Application Information

To apply, please send all of the following materials.

1. Internship application
2. Current résumé, which includes your educational and work experiences with dates
3. Essay (minimum of 1,000 words) answering the following questions:  
What kind of work-study do you envision yourself performing at the Chicago Botanic Garden? What skills would you like to attain and/or improve upon? How will this work experience help you to achieve future work related goals?
4. Three letters of recommendation (Please allow individuals two to three weeks to write and send letters of recommendation. Letters should be mailed directly to the Intern Coordinator.)
5. Transcripts or official record of your post-secondary coursework with grades

To submit your application, send all materials to the following address:

Human Resources  
Attn: Internships  
Chicago Botanic Garden  
1000 Lake Cook Road  
Glencoe, IL 60022

**Application Deadline:** Rolling admissions, with applications reviewed upon receipt. It is expected that most positions will be filled by April 15, 2005.

## Sample Job Description—For-Profit Organization

### Crown International

Crown Audio is the audio amplifier division of Harman International, a global leader in the design, development, manufacture and distribution of premier audio products for the consumer, professional and automotive markets.

Crown Audio is a world leader in professional audio amplifiers and networked systems. The company has innovated technologies with over two hundred patents that have revolutionized amplification and networked audio systems in the professional audio industry. Our flagship products can be found on tour with high profile artists ranging from Aerosmith and Britney Spears to the Bolshoi Ballet. Our systems are installed in the world's most prestigious venues including Chicago's Soldier Field, the Sydney Opera House and the many Disney Theme Parks.

We have an opening in our Finance department for a paid Internship position. The ideal candidate for this entry-level position will be able to work 20 hours during the school year and full time during the summer. This candidate is expected to have completed at least the sophomore year and have completed at least the basics in accounting while working towards a bachelors degree with an accounting concentration. The qualified candidate will join an organization known for teamwork and opportunities for growth.

Please send a cover letter and a resume to [job@job.com](mailto:job@job.com). All information will be handled confidentially. Crown Audio, Inc. is an Equal Employment Opportunity Employer and a drug screening company.

### Job Description

Job Title:	Finance Internship-Paid
Exempt:	No
Department:	Finance
Reports To:	Accounting Supervisor
New/Revised:	Revised
Prepared Date:	02/01/05
Job Status:	20 hours per week with classes, full-time during the summer
Period of Employment:	Until Graduation

### SUMMARY

Responsible for the timely and accurate recording of invoices requiring interaction with vendors and buyers to facilitate timely payment and proper accounting of inventory and expenses. Also to obtain financial data for the use in maintaining accounting records and financial reporting.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

Verifies and codes general ledger account distributions on vendor invoices. Matches vendor invoices to approved purchase orders and dock receipts. Verifies invoice information, such as quantity and pricing. Communicates variances to Purchasing Department.

## Sample Job Description—For-Profit Organization, continued

- Verifies taxable and nontaxable product on vendor invoices.
- Processes vendor checks on a weekly basis.
- Maintains vendor files for correct addresses and taxpayer identification numbers.
- Controls and distributes to Purchasing Department entity numbers for vendors.
- Answers vendor phone calls on unpaid invoices.
- Creates vendor debit memos for returned product.
- Creates vendor letters for W-9 information and maintains the files for these W-9s.
- Maintains Accounts Payable paid invoice files.
- Assists Accounting Supervisor with special projects as they arise.
- Run queries to gather project data and updates spreadsheets for reporting and tracking.
- Performs other duties as assigned.

### **QUALIFICATIONS**

To perform this job successfully, an individual must be detailed oriented, able to multitask, accurate, able to prioritize duties, have excellent communication skills and be a self-starter.

### **EDUCATION AND/OR EXPERIENCE**

Completion of sophomore level classes including completion of Accounting Principles while working towards bachelors degree with a concentration in Accounting.

### **LANGUAGE SKILLS**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to effectively respond to questions from groups of managers and ability to respond to inquiries from groups of managers and ability respond to inquiries or complaints from vendors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions and percentages.

### **REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### **OTHER SKILLS AND ABILITIES**

Proficiency on ten-key calculator. Must have excellent phone skills. Proficiency on personal computer using Word, Excel, PowerPoint, Access and Query.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet and within OSHA's standard requirements.

## Step Three: Recruiting Interns and Legal Issues

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 start recruiting early!*** This cannot be overemphasized to organizations that want the very best interns. Students begin making commitments to course schedules as much as two-three months prior to the next semester as well as making commitments to part-time jobs. Begin searching as much as a year in advance but no later than three to four months before you need a student to begin. Starting early has other advantages. The longer you accept applications, the greater number of applications you have and you increase your chance of finding the best person for the internship.

When you are recruiting interns, ***develop relationships with local recruitment resources.*** Promote yourself with the career or internship centers at colleges and universities, attend internship and job fairs, place ads in college/university newspapers and websites, and send material to student organizations.

***When choosing an intern, do so as carefully as you'd choose permanent employees.*** After all, they might be permanent employees some day. You're making an investment of time and money. As you interview potential interns, determine if the intern truly motivated.

- Does he or she just want a job or is he or she fulfilling an academic requirement?
- Will the intern fit into your organization's culture?
- Does he or she have the level of experience you need?

With careful hiring consideration, 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, interns 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 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 are unfamiliar with the hiring of international interns.

### 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 do not have to pay interns who qualify as 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.

## Step Three: Recruiting Interns and Legal Issues, continued

### Workers' and Unemployment Compensation

Workers' compensation boards have found that interns contribute enough to a company to make them employees. It is 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 prospective interns, so that there is no misunderstanding regarding the relationship. Also, it may make good sense to document such a discussion.

### International Students

The most common types of visas 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."

Employers may need to seek legal advice regarding the hiring of international student interns from their organization's legal team.

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)

## Step Four: Managing Interns

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### Orientation

The beginning days of an internship are often its defining days. When you give interns their first tasks, you are 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?”

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. Including an orientation session as the beginning of the intern training process emphasizes the partnership and commitment to internships in your workplace. (Please see page 15 and 16 for a sample of an Orientation Checklist)

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 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.

Review your program goals. The nature of the program and the activities should directly relate to your these goals and will assist you in creating and maintaining a structured meaningful internship experience.

## Step Four: Managing Interns, continued

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### Orientation Checklist

Experience shows that employers who take adequate time at the beginning of the internship to orient student interns reap productivity and effectiveness more quickly than those who do not. In acclimating 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 specific 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?
- 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? Provide a clear job description.
- 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?

## Step Four: Managing Interns, continued

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### Orientation Checklist, continued

#### Monitor the Intern's Adjustment and Understanding of What is Expected

- Make yourself visibly available to the intern
- Assign someone who can routinely "check-in" with the intern
- Provide feedback and constructive criticism
- Encourage the intern to ask questions

#### 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.
- Provide a clear job description for the intern.
- Invest supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

## Step Four: Managing Interns, continued

### Supervising Interns

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. Internship Coordinators 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 Description       | ▪ Charts/Graphs        | ▪ Press Releases   |
| ▪ Company Newsletters   | ▪ References           | ▪ Cost Analyses    |
| ▪ Financial Reports     | ▪ Manuals              | ▪ Contracts        |
| ▪ Performance Appraisal | ▪ Correspondence       | ▪ Certificates     |
| ▪ Displays & Exhibits   | ▪ Survey Reports       | ▪ Program Outlines |
| ▪ Proposals             | ▪ Citations and Awards | ▪ Research Report  |

## Step Four: Managing Interns, continued

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### Supervising Interns, continued

In addition to spontaneous and informal meetings, you can use the Employer Evaluation of Student Intern form (appendix ii) 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.

## Step Four: Managing Interns, continued

### Evaluating the Intern's Progress

Review your organization's goals as well as the intern's goals and requirements on a regular basis. In the beginning of an internship, more frequent meetings may be helpful to both you and the intern. Evaluation processes may differ and may be formal or informal depending on your organization's culture and structure. There are similarities that both interns and internship supervisors have in the evaluation process.

- Review the intern/job description that was developed and determine if progress is being made.
- Review tasks and assignments and clarify expectations.
- Determine if assistance or training is needed to help the intern be successful.
- Ask the intern to evaluate his/her experience and allow the opportunity to offer feedback and voice concerns as well as successes.
- Written evaluations may be helpful if your organization would like to consider hiring interns.
- Written evaluations by both intern and employer can also provide the opportunity to publicize the success of your internship program to management and to potential interns. (see forms further on)

### Evaluating the Organization's Program

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 need for skilled and qualified employees, it makes sense to investigate quality university, college community college and technical school students who may be interested in internships during their educational careers. The decision to take on interns will give you a competitive advantage in recruiting the best workers. You will already be known to the employees you want most. Your new workers will be trained for your workplace and loyal to your company. Statistically, hiring interns has proven to lower training time, reduce recruiting costs and significantly lower turnover rates. You will build a reputation that will pay off with students, colleges and the community. Your company will save money while benefiting from the input of talented, enthusiastic and innovative people. With all of these advantages, you might find that you can't afford not to do internships.

## Step Four: Managing Interns, continued

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### Top Ten Concerns of Interns

#### 1. Give us real work!

It cannot be said too many times that interns want to work and learn. An internship can help you with projects and assignment that may not get accomplished otherwise. If you have 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 internships. 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 may develop. Honesty does not 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, experiences and workplace behaviors that you take for granted. If your intern makes a mistake, use this as a “teaching moment” and 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 has 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 mentors or supervisors to provide guidance. Identify those who truly like to teach and train, 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 cannot or will not spend the necessary time mentoring. As newcomers, interns may not speak up if they are feeling ignored, so the burden of making sure they are okay is on the mentor. If the busiest person in the office wants to be the designated the mentor, he or she should schedule regular times to meet with the intern.

## Step Four: Managing Interns, continued

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### Top Ten Concerns of Interns, continued

**8. Be prepared!**

That wonderful day has arrived and the intern begins his/her 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 do not think about the fact that they will need a desk, chair, phone and a computer to perform assigned tasks. 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.

## Resources

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National and local 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)**

16 Santa Ana Place  
Walnut Creek, CA 94598  
Phone: 800-824-0449  
Fax: 925-906-0922  
[www.ceiainc.org](http://www.ceiainc.org)

**National Association of Colleges and Employers (NACE)**

62 Highland Avenue  
Bethlehem, PA 18017-9085  
Phone: 800-544-5272  
Fax: 610-868-0208  
[www.naceweb.org](http://www.naceweb.org)

**National Society for Experiential Education (NSEE)**

515 King Street, Suite 420  
Alexandria, VA 22314  
Phone: 703-706-9552  
Fax: 703-684-6048  
[www.nsee.org](http://www.nsee.org)

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**Messiah College**

Michael True, Director, Internship Center  
Grantham, PA 17027  
[www.messiah.edu/internship](http://www.messiah.edu/internship)

**Technology Council of Central Pennsylvania**

3721 TecPoint Drive, Suite 150  
Harrisburg, PA 17111  
[www.tccp.org/html/](http://www.tccp.org/html/)

## Appendix

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Internship Position Description Form	i
Employer Evaluation of Student Intern	ii
Student Evaluation of Internship	iii

# INTERNSHIP POSITION DESCRIPTION

Date to Post: \_\_\_\_\_ Application Deadline: \_\_\_\_\_

## INTERNSHIP INFORMATION

Internship Title: \_\_\_\_\_

Internship Description (Duties and Responsibilities): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Required: Major/Degree: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Desired: Major/Degree: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Required Qualifications: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Desired Qualifications: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Please circle those that apply:**

<b>Internship:</b>	Unpaid	Paid	\$_____	hourly	
<b>Available for Academic Credit:</b>	Yes	No			
<b>Period of Employment:</b>	Fall	Spring	Summer	Academic Year	Ongoing
<b>Please check one:</b>	Full-time	Part-time	Other: _____		
<b>Is there a chance for employment after Internship:</b>	Yes	No	Other: _____		
<b>Desired Qualifications:</b>	Freshman	Sophomore	Junior		
	Senior	Grad student/MBA	Other		

**COMPANY INFORMATION**

**Internship Supervisor Name:** \_\_\_\_\_

**Internship Supervisor Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Company Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **ZIP:** \_\_\_\_\_

**Company Description:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Is your company a non-profit organization:**      No      Yes

**Is the Internship at a different location:**      No      Yes    If yes, where? \_\_\_\_\_

**Is this Internship located nationwide:**      No      Yes

**APPLICATION INFORMATION**

**Please circle all that apply:**

**Application Process:**

Cover letter      Resume      GPA      Phone Interview      In—person Interview

**Send resume by:**

Email      Fax      Mail      In-person      Other: \_\_\_\_\_

**Additional Requests:** \_\_\_\_\_

\_\_\_\_\_

# EMPLOYER EVALUATION OF STUDENT INTERN

Student: \_\_\_\_\_ Organization: \_\_\_\_\_

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

**I. Character Attributes**

1. Brings sense of values and integrity to job	1	2	3	4	5
2. Behaves in ethical manner	1	2	3	4	5
3. Respects 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:**

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

Outstanding		Good		Average		Poor		Unsatisfactory		
0	1	2	3	4	5	6	7	8	9	10

This assessment was reviewed with intern on (Month/Day/Year) \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Position: \_\_\_\_\_ Phone: \_\_\_\_\_

