

Employer's Manual For Internships



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Reasons for an Internship Program

- **Interns increase your organization’s productivity.**
 - Complete project work
 - Tackle those “back-burner projects”
 - Interns are highly motivated to do quality work.
- **Begin training your organization’s future workforce.**
 - More than 50% return after graduation as full-time employees.
 - The candidates already understand your organization, translating into less training time.
 - You know the talents of your interns and the quality of their work.
- **Internship programs are cost-effective.**
 - Less expensive than full-time staff; they greatly enhance the productivity of staff.
- **Interns provide an opportunity for staffs’ career growth.**
 - The presence of interns offers the opportunity for career and personal growth for mid-level staff to learn to manage since they are typically responsible for day-to-day direction of interns.
- **Interns can bring new technology, new ideas, and diversity.**
 - Many colleges and universities teach cutting-edge technologies.
 - Students can bring fresh ideas and energy.
 - Interns from diverse backgrounds bring diverse perspectives.
 - Recruiting interns with diverse backgrounds can contribute to a long-term diversity recruitment strategy in an organization.

Identify roles in your organization where you frequently hire new employees. An internship program can help you fill the pipeline of new employees.

Are there skills required in your organization that are not typically trained in the classroom? Interns get on-the-job training and acquire those desired specific and general skills.

Could your company use an Intern? Is there a right fit?

- Are you a small company searching for additional help on a project?
- Is your company growing quickly?
- 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?

Outline to Implement a Successful Internship Program

1. Identify Internship Site Coordinator

2. Assess Internal Needs

- a. What are the ongoing projects?
- b. What special or extra projects need to be developed or updated?
- c. What is the workload and how can we ease the workload of our department/organization?
- d. How many interns can we support?
- e. Do we have need for part-time or full-time interns?

3. Set goals and write a plan

- a. What does your company hope to achieve with an intern?
- b. Do you want someone for a specific project?
- c. Do you want general support for the workplace?
- d. Do you want to give the intern a taste of everything your company does?
- e. Learn the legal implications of hiring interns. Just like other workers, they are subject to legal protections and regulations. Protect yourself and your intern by knowing the laws. See **Appendix G** for Legal Issues.

4. Allocate Resources

- a. Financial
 - i. Will intern be paid, stipend given, or a scholarship?
 - ii. Will intern be reimbursed for parking costs, mileage, housing, and other costs?
- b. Time
 - iii. Employee orientation
 - iv. Regular supervisor meetings
 - v. Others in department have time to answer questions
 - vi. Intern's schedule - Will intern work five days a week? How will that impact the duties given to intern?
- c. Material Resources – What will your intern be allocated?
 - vii. Constant workspace
 - viii. Computer
 - ix. Email account
 - x. Telephone extension
 - xi. Parking pass
 - xii. Other

5. Identify Mentor and/or Supervisor if not the Coordinator

- a. Consider someone who will have time to show the intern around.
- b. Identify someone with knowledge of the project and the organization.
- c. Choose someone with a willingness to share - someone who is willing to train or teach, and who has the ability.

6. Complete the Site Profile Form (Internship Description)

- b. Information about your organization and/or project
- c. Description of tasks and responsibilities

- d. Preferred major/minors or coursework the intern should have completed
- e. List of skills required/preferred
- f. Start/End dates of internship and typical daily working hours
- g. Compensation
- h. What do you want to include in your program for the intern?
 - xiii. Special training programs
 - xiv. Social events
- i. Develop a daily schedule

7. Recruit, Select and Interview Candidates

- a. Screen applicants.
- b. Schedule telephone or personal interviews with top candidates.
- c. Make an offer and define the starting and ending dates and compensation.
- d. Draft an agreement defining goals and expectations.

8. Orientation – May consider developing an orientation folder including particular protocols and policies of the organization.

- a. Introduction to staff
- b. Typical working hours, when to take lunch break and where
- c. Where to park
- d. Where are restrooms
- e. Office equipment to be used and how to use the equipment
- f. What is appropriate attire
- g. Where are staff meetings held (if appropriate)
- h. Other possible areas of training:
 - xv. Answering the office telephone and how to take messages
 - xvi. Appropriate level of personal telephone calls or internet use
 - xvii. How to carry out particular research
 - xviii. Etiquette at business meetings

9. Monitoring and Supervision

- a. Give intern meaningful work.
- b. Assign day-to-day tasks, monitor and evaluate work.
- c. Allow intern to develop teamwork and communication skills.
- d. Create goals with deadlines. Guide intern in breaking down tasks and setting milestones.
- e. Clearly define roles of mentor and/or supervisor. Give them the support they need.

10. Ongoing Evaluation of Intern and Final Review

- a. Periodically discuss progress with intern.
- b. Consider a mid-term as well as final evaluation.
- c. Communicate with intern's faculty advisor at the university.

11. Evaluating Internship Program

- a. How well is internship meeting your program's needs?
- b. How well is the internship meeting the needs of your interns?
- c. Are there other projects or departments where an intern could add value?

Identify Internship Site Coordinator

If your organization would like to have an intern, first identify a coordinator. The coordinator will do the background work to prepare for an intern. The coordinator won't necessarily be the supervisor for the intern. The coordinator will perform the needs assessment, set goals, look at resources needed for an intern, write an internship position description, assign a mentor/supervisor, and assess the value of the internship program at the agency.

Assess Internal Needs

Before you call Lock Haven University and request an intern, ask yourself some basic questions about your organization and need for an intern.

- What are the ongoing projects?
- What special or extra projects need to be developed or updated?
- What is the workload and how can we ease the workload of our department/organization?
- How many interns can we support?
- Do we have need for part-time or full-time interns?

With a bit of pre-planning, the internship will be more successful for you and the intern. Make the internship count for your agency and the intern by finding meaningful projects the intern can do.

See **Appendix A** for an Internal Needs Assessment Form.

Set Goals and Develop Position Description

Once you have assessed the needs of your agency, it is much easier to set goals for the internship program. The goals should write themselves based on the needs assessment. Be sure to share the goals with management, so that they agree. In order for the internship to be successful, it will require the commitment of management.

Once the internship goals have been defined, it will be easy to develop work responsibilities. Challenging work assignments that complement a student's academic program, will sell the internship experience to students. Create a preliminary list of work activities that fit your department. A detailed description of typical tasks will help the university to promote your internship and to screen the right candidates for the position. Later, when the intern you select joins your agency, you will have a chance to review the work activities and modify them according to the intern's 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 intern expects to receive. Students who perform only menial tasks may learn little about applying their expertise to a professional 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. The internship is actually part of the academic program and should offer opportunities to link classroom learning to workplace experience.

Sample tasks that undergraduate student interns have provided for their agencies include the following:

- Performing laboratory tests
- Writing handbooks or manuals
- Designing posters, charts and graphs
- Generating financial forecast and cost recovery reports
- Performing software/hardware modifications
- Conducting studies and surveys
- Developing slide/sound presentations
- Compiling technical reports
- Providing technical training assistance
- Writing press releases
- Creating brochures
- Developing and presenting educational programs
- Conducting research
- Generating marketing plans
- Creating or updating a website
- Preparing budgets and financial reports

Describe challenging, but realistic tasks students can accomplish within a three-to-four month period.

Developing challenging work assignments relative to the student's abilities is a major thrust of the description. The final internship description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

After assessing the needs of your agency, complete the **Site Profile Form**. The form provides Lock Haven University with information to contact you and also includes a description of an intern's responsibilities which serves very much like a job description. See **Appendix B** for Site Profile Form.

Allocate Resources

Financial

If you cannot pay the intern an hourly wage, try to explore other ways of providing some sort of monetary compensation. Perhaps you can give a small stipend, reimbursement for mileage and parking, lunch, or assistance with housing and other costs. This is especially important in the summer when students generally work full time to earn money to return to school in the fall.

Time

Be prepared for the intern to demand some time of the supervisor or other co-workers. The intern will ask questions. There should be an orientation and regular supervisor meetings.

Material Resources

Give your intern the resources needed. Having an intern transferred from desk to desk, gives the message that she/he is not really valuable. See **Appendix C** for a Resource Allocation Checklist.

Identify Mentor/Supervisor

Depending on the size of the agency, you may have some flexibility in selecting a mentor and/or supervisor. The mentor will be there to answer questions and orient the intern. The mentor should have a willingness to share. The mentor should be someone who is willing to train or teach and someone with knowledge of the project and the organization

The success of the internship is grounded in planning and having an on-site person to mentor and supervise. The mentor may be the same person as the supervisor. The supervisor will manage the intern on a daily basis. The supervisor will monitor and evaluate the intern's tasks and responsibilities.

Qualities of a Mentor

- Patience
- Good interpersonal skills
- Credibility
- Interest in being a role model for the intern
- Knowledge of the project where the intern will work
- Interest in helping the intern grow professionally

Tips for Mentors

- Communicate – Give the intern constructive feedback.
- Be prepared – Have tasks ready. When an intern has success at one project, give another task that may use the same skills on a larger scale or adds a new skill.
- Include the intern – Make the intern feel part of the group. Take the intern to meetings and/or lunches.
- Be sensitive – Remember that being the new person or the least experienced person can be intimidating. Interns do not always possess the everyday knowledge you take for granted such as office etiquette and appropriate dress.
- Be interested – Listen to the intern's ideas. The intern wants to contribute to the organization.

Recruit, Select and Interview Candidates

Recruit

Contact the Career Services Office at Lock Haven University to recruit. You will be asked to complete a Site Profile form. The Internship Coordinator will forward your Site Profile to appropriate academic departments. You may be contacted by a faculty member or directly by the student. Other ways to recruit are:

- Attend internship and job fairs.
- Place ads in the school newspaper.
- Send material to student organizations.

Get out early to recruit. The longer you are accepting applications, the more time you have to select a good candidate.

Screen Applicants

Look at the candidates qualifications. Do they match your needs? Does the intern seem motivated to work with you? Will the intern fit with your agency's culture? One difference you will notice in evaluating intern candidates is that candidates will not have the same level of work experience listed on their resumes. Students may instead list relevant coursework or academic projects they have completed, as well as skills or experience gained through extracurricular or community activities. With careful consideration, you will get an intern who best fits your agency.

Interview

Schedule telephone or personal interviews with the top candidates. The interview process for intern candidates will be similar to that of potential new employees. One or more individuals from your organization may be involved with the interview process. Asking about these types of experience in the interview will allow the intern candidate to make the connection to the internship for which he/she is applying and demonstrate why he/she would be a top candidate choice.

See **Appendix D** for Sample Interview Questions

Use the interview to also give a brief orientation to your agency. It's a good opportunity for the candidate to gain a sense whether they are a good fit for you.

Be sure to ask who the faculty member is who will be advising the student and supervising the student from the academic side.

Make an offer

Define the starting and ending dates and compensation. There are legal issues to consider when hiring an intern. If considering an international student, you will want to know the legal issues involved. See **Appendix G** for more information on Legal Issues.

Write a pre-internship agreement

With the faculty member supervising the internship, a plan should be written defining the responsibilities and learning goals. Work with faculty to establish specific learning objectives for the student.

Orientation

The first days on the job, define the expectations for the intern. You will be making a first impression. When you give the first tasks, the student will learn what to anticipate from you. Giving the intern nothing or little to do, sends the message that it is easy and possibly, boring.

First Day

- Take a walking tour of the agency. Show where the following are located:
 - i. restrooms
 - ii. the kitchen
 - iii. the break room
 - iv. where staff meetings are held (if appropriate)
 - v. supply room
 - vi. copy machine
- Explain what the tasks are for the intern.
- Introduce the intern to other employees and co-workers and explain how the intern will work and interface with others.
- Designate a workspace for the intern.
- Demonstrate how to use office equipment.
- Show how to access the computer system and any particular programs or networks.
- Explain agency policies, such as, acceptable dress and appearance, smoking, and parking.
- Working hours, when to take lunch break and where.

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.

Ongoing Orientation

Many students are unfamiliar with the activities, environment and objectives of business and industry. Even though an intern may have worked part-time, the experience may not have exposed him/her to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making orientation of business. It is this training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization.

The sooner your student intern understands what your agency does and how it operates, the sooner the intern will assume assigned responsibilities and become productive. You can assist in this process by providing the following kinds of information about your site and personnel:

- Organization of your agency – the mission, products, and services your agency provides.
- 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 request and timeliness
- Mail systems
- Approved form(s) for correspondence
- Safety regulations
- Procedure for signing off complete work
- Periodic forms or reports to be completed
- Security and confidentiality issues, if applicable

- Maintaining the premises and work station
- Personnel who can answer different kinds of questions
- How the organization wants the intern to deal with clients, customers, and vendors
- Procedures for answering the office telephone and how to take messages
- Etiquette at business meetings
- Appropriate level of personal telephone calls or internet use
- How to carry out particular research

Aside from the initial tour, other ways the intern can learn about the agency are:

- Give agency materials to read such as newsletters, annual reports, an organization chart, memos, etc.
- Through periodic meetings, share more information with the intern.
- Allow the intern to interview agency personnel.
- Give the intern opportunities to attend business meetings.
- Encourage the intern to walk around and observe others at work.
- Encourage the intern to spend break and lunchtimes in places where employees gather.
- Consider including interns in social events and special training.

Consider developing an orientation folder including particular protocols and policies of the organization.

See **Appendix E** for sample Orientation Checklist.

Monitoring and Supervision

As an intern supervisor, you use all the skills necessary in any effective supervisory relationship. You will provide leadership, motivate, delegate, communicate, train, and evaluate. In addition, the student will look to you as a mentor who assists in their transition from the classroom to the work environment. Since the internship is an extension of the learning process, try to provide opportunities to bridge the academic with the work environment.

- Assign day-to-day tasks, monitor and evaluate work.
- Create goals with deadlines. Guide the intern in breaking down tasks and setting milestones.
- Give the intern the support needed to succeed.

Be willing to incorporate the student's particular strengths.

Make sure you know what's happening with the intern's daily tasks. Watch for signs if the intern is bored or confused. It's easy to be shy with new people who all know each other. Observe whether the intern is working on a project that needs another person's input. Make sure that work is taking precedence over web browsing. If you pay attention early on, possible problems will be averted.

Meet regularly to provide feedback concerning his/her performance. During the meetings, the intern can do the following:

- Report on status of a project
- Ask questions
- Learn how his/her work is contributing to the organization
- Participate in an evaluation of strengths
- Discuss areas needing growth and development
- Get a sense of what kind of work lies ahead

Provide opportunities for increasing responsibility.

During the regular meetings you can coach, counsel, and reinforce positive attitudes and performance. Encourage the intern to develop teamwork and communication skills.

As a site supervisor, make yourself available to the intern. Give a lot of feedback and encouragement.

The success of an internship depends on the partnership between representatives of the agency, the university, and the student. These three parties need to agree on the conditions of the internship, the responsibilities of each party, and the reporting requirements.

Anticipate that you will have some interaction with the intern's faculty supervisor through telephone calls, on-site visits, and written evaluations. Should difficulties arise (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts), talk with the intern first and try to work out the problem(s). If issues continue, contact the supervising faculty member.

Contact the faculty supervisor if the internship conditions change, such as, a change in supervisors, delays in the availability of data needed by the student to complete an assignment, a strike by unionized

employees, transfer or termination of an employee involved in the intern's work, or other unanticipated changes.

Some internships lend themselves to creating a portfolio of work accomplished during the experience. The "portfolio" could consist of documents, that were created by the intern, placed on a disk. This will help fulfill the intern's academic requirements and provide a sense of accomplishment. In addition, it will give you a basis to discuss his/her professional growth. Portfolio documents may include the following:

- job descriptions
- financial reports
- performance appraisals
- proposals
- references
- correspondence
- citations & awards
- cost analysis
- certificates
- program outlines
- brochures
- company newsletters
- legislation
- displays & exhibits
- charts/graphs
- manuals
- survey reports
- press releases
- contracts
- computer print-outs
- research report

Communication is the key to effective supervision.

Keep the intern busy and directed towards his/her learning objectives. Students rarely complain of overwork, but they do complain if they are not challenged. Encourage professionalism by assisting the intern in developing human relation skills, decision-making abilities and managing office politics. Show how this work relates to the overall efforts of the department or agency. The supervisor/mentor is a role model.

See **Appendix F** for Top Concerns of Interns.

Ongoing Evaluation and Final Review

Ongoing

- Periodically discuss progress with intern. It is good to set dates to review the intern's work. Several weeks into the internship program, look at the program's goals. Monitor how you and the intern are meeting the goals. Also look at the initial orientation to the agency. Review how the intern is progressing with learning how the company functions and review interactions with others at the work site.
- Consider a mid-term as well as final evaluation.

Depending on the protocol of your agency, you may want to do several interim evaluations. These documents are handy if you want to consider an intern later as a full-time employee.

The documents are also valuable to "sell" the internship program to administration for continued support and funding.

- Communicate with the intern's faculty advisor at the university. The faculty member should have either two phone contacts or make one site visit to review the intern's progress.

Invest supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

Final Review

The final evaluation of the intern's work should encompass both hard skills and soft skills learned. The hard skills pertain to the technical skills and abilities needed to do the job related to the student's area of study, such as, computer, marketing, writing, medical, etc. The evaluation also includes soft skills, such as, communicating well with others, self-management, leadership, decision-making, etc. It's important for students to know that success on the job is related to both. Include in the evaluation the areas the intern has improved in the most and what still needs to improve.

See **Appendix G** for a sample Final Assessment.

Evaluating Internship Program

In evaluating the internship program, look at your initial goals. Did the intern help meet those goals?

Think about the ways that your agency benefited from the program.

- How well is the internship meeting your program's needs?
- How well is the internship meeting the needs of your interns?
- Are there other projects or departments where an intern could add value?

There is an investment of time by staff members in any internship. Was the time invested worthwhile to your agency? Were the products created of the caliber expected? Did the intern maintain good relations with others in the office? Was it a positive experience all around?

Appendix A

Internal Needs Assessment Form

1. What are the ongoing projects that need additional assistance?
2. What special or extra projects need to be developed or updated?
3. What is the workload and how can we ease the workload of our department/organization?
4. How many interns can we support?
5. What will be the intern's title?
6. To whom will the intern report? (List name and title) If the intern will have a mentor different from the supervisor, who will that be? (List name and title of mentor)
7. Will the intern work in several different areas or departments or be assigned solely to one person?
8. What will be the primary projects or responsibilities of the intern you select?
9. What other activities will the intern do?
10. Will there be daily tasks the intern will be assigned to do?
11. How much general support work will the intern do?
12. What are the desired skills and qualifications?
13. Is there a specific major/minor that you require? Is there any specific coursework that is essential for doing the internship?
14. What are the desired start and end dates? Are there desired times (semesters) when your agency needs an intern more? If so, what are they. Note: interns usually are available for an entire semester, i.e., Fall (Sept. – Dec.), Spring (January – April), Winter break, or Summer (June – August)
15. How many hours per week should the intern work?
16. Are there specific hours or shifts required for your intern?
17. Can you pay an intern or provide some type of monetary compensation? If so, how much.
18. Where will you locate an intern?
19. Is there any other information needed to consider an intern?

Appendix B
Internship Site Profile

Name of Organization/Business _____

Address _____

City, State, Zip _____

Contact Person(s) _____

Telephone _____

Fax _____

Email _____

Website _____

1. When would internships be available?

Fall (September – December)

Spring (January – April)

Winter break (mid-December – mid-January)

Summer (June – August)

2. If you have a preferred length of time that you would like the intern to work, list number of weeks or months. Many internships are offered for a full semester of 12 - 15 weeks.

3. Would you prefer a part-time or full-time intern?

Part-time

Full-time

If known, preferred number of hours per week (between 10 – 40) _____

4. If there are preferred start and end dates, please specify.

Start Date _____ End Date _____

5. About Your Organization What are the products and/or services and mission of your organization? (Please attach brochure or other information about your organization.)

6. Position Name and Responsibilities What kinds of projects, tasks and responsibilities might an intern have in your organization? If you have a job description developed for the position, please attach.

7. Field of study What desired major/minor or coursework should an intern have completed?

- | | |
|-----------------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Graphic Design (web design) |
| <input type="checkbox"/> Art/Music/Theatre | <input type="checkbox"/> Health Sciences |
| <input type="checkbox"/> Biology | <input type="checkbox"/> History |
| <input type="checkbox"/> Business Administration/Management/Marketing | <input type="checkbox"/> International Studies |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Math |
| <input type="checkbox"/> Communications (PR/Journalism/Broadcast) | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Computer Sciences | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Recreation Management/Therapy |
| <input type="checkbox"/> Education | <input type="checkbox"/> Social Work/Sociology |
| <input type="checkbox"/> Foreign Languages | <input type="checkbox"/> Sports Administration |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Other, please specify _____ |
| <input type="checkbox"/> Geology | |

8. Experience/Skills Desired What specific skills should an intern have? List any specific skills, i.e., computer programs, software experience, writing, or other skills needed.

9. Application Deadline How long before starting an internship should a prospective intern initially contact you?

10. Application Process Please state how you would like the applicant to apply, i.e., send cover letter and/or resume, interview, apply online, etc. If not the contact person listed, to whom and where should the application be sent?

11. Compensation

salary or wage (____/____)	tuition stipend	unpaid intern
transportation costs	negotiable	

12. Would you be interested in providing an exploratory internship for student? (An exploratory internship is a one-week experience allowing a student to shadow and assist an employee.)

Yes No

Appendix C

Resource Allocation Checklist

This checklist is designed to aid you in planning the resources your intern will require.

Financial Resources

Will your intern be paid? If so, at what hourly rate?

Will your intern need a parking pass, or will they be reimbursed for parking costs?

Will your intern be reimbursed for mileage or housing?

Will your intern receive a housing allowance, if applicable?

Material Resources

(Check all that apply)

computer

software package: _____

organizational e-mail account

telephone extension

voice mailbox

parking pass

office supplies: _____

workspace

Appendix D

Sample Interview Questions

1. Tell me briefly about your qualifications.
2. Why did you choose your current major?
3. Are you familiar with (particular software)?
4. Tell me about any experience you have in (marketing, public relations, graphic design, etc.).
5. In what extracurricular or community activities are you involved?

Intern Goals

6. What experience do you hope to gain in an internship?
7. Why are you interested in an internship with our company or organization?
8. Do you hope to obtain academic credit for your internship? If so, are there any requirements for your institution or department?

Logistics

9. When are you available to start an internship, and for how long?
10. How many hours per week are you available for an internship?
11. What days of the week are you available for an internship?

Wrap-up

12. Do you have any questions for me today?

If you have the internship position description, share it with the student. Ask the student to describe his/her skills and experience related to the position.

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, take time to initially:

- ❖ 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 the intern process requests?
 - How do the mail and telephone systems work?
 - What are the approved forms for correspondence?
 - What are specific safety regulations?
 - Is there a procedure for signing off complete 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 an intern maintain the work area?
- ❖ Define the Intern's Responsibilities
 - What is the intern's role?
 - What projects will be assigned?
 - 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?

Top 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 couldn't have been done, otherwise. Assign meaningful work that has a learning/academic component.

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 stuffing envelopes, 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, 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? Try to include them in the daily life of your workplace.

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 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. Um...I need a chair.

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. Some 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. Supply the intern with the tools to do the job.

9. 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 ways to assist them.

Appendix G

Legal Issues

The following portion on legal issues is taken from “Starting and Maintaining a Quality Internship Program” compiled and edited by Michael True, Director of Internship Center at Messiah College.

Do you have to pay the intern?

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 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 company, even if it somewhat impedes the work of your organization.
5. Interns must get hands-on experience with equipment and processes used in your industry.
6. Interns’ training must primarily benefit them, not the company.

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 worker’s 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 even the most menial 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 intern, including date internship will end; compensation; organization and/or reporting relationships; principal duties, tasks or responsibilities; working conditions; any other expectation 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 setting forth both parties’ understandings, and have it signed by both the employer and the intern.

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 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 U.S. 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 students 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 U.S. 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 government 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 of Optional 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 NACE, copyright holder. For more information on these and other legal issues related to hiring, see NACEweb at www.nacweb.org.

For more information on hiring/paying an international student attending Lock Haven University, please contact the Institute for International Studies at (570) 484-2140 or <http://www.lhup.edu/international/>

Appendix H

Final Assessment of Student Performance

Name of Intern _____

Date _____

Name of Supervisor _____

Please provide your evaluation of this student's performance or skill level in each of the following areas. This evaluation is not confidential and you are encouraged to share it with the student.

A. Skills Assessment - On a scale of 1 – 5, please evaluate the intern's performance and skill level in each of the following areas.

5	4	3	2	1	N/A
Exceptional	Above average	Adequate/average	Limited/minimal	Lacks this skill	Not applicable

1. Communication Skills

- _____ a. Demonstrates oral communication skills required for the job
- _____ b. Writes clearly and concisely
- _____ c. Is willing to speak up, communicates information, and asks questions
- _____ d. Listens to feedback and works to improve area

2. Problem Solving/Decision Making Skills

- _____ a. Analyzes situations and takes appropriate action
- _____ b. Offers creative solutions to problems
- _____ c. Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe
- _____ d. Resolves problems in an appropriate timeframe

3. Teamwork

- _____ a. Establishes rapport and credibility among team members
- _____ b. Shares information and resources with others
- _____ c. Assists and cooperates with co-workers
- _____ d. Demonstrates willingness to put forth extra time and effort
- _____ e. Assumes appropriate leadership roles(s)

4. Self-management

- _____ a. Produces high-quality, accurate work
- _____ b. Seeks new strategies when current approach is not effective
- _____ c. Displays good judgment and establishes priorities
- _____ d. Uses time efficiently
- _____ e. Demonstrates ethical behavior
- _____ f. Arrives on time and maintains agreed hours

5. Initiative

- _____ a. Seeks opportunities to learn
- _____ b. Takes initiative to get a job done, even if not specifically told to do so
- _____ c. Acts decisively on critical issues
- _____ d. Overcomes obstacles and problems
- _____ e. Sets and communicates goals; follows up with results

6. Technical Skills

- _____ a. Possesses the technical skills required for this position
- _____ b. Is willing to learn new skills and enhance existing technical skills
- _____ c. Uses appropriate technology for tasks
- _____ d. Uses technology to perform effectively

B. Comments

1. Please discuss whether this student successfully completed the learning objectives/goals.

2. Rate how prepared the student was with coursework.
[] very prepared [] somewhat prepared [] not at all prepared

C. Overall Evaluation

1. How would you assess the overall value of this intern to your agency?
[] very valuable [] somewhat valuable [] very limited value [] no value

2. How would you assess the intern's overall performance?
[] outstanding [] above average [] satisfactory [] below average [] unsatisfactory

3. How did the intern most improve his/her skills? In what areas did you notice the most learning?

4. In what areas does the intern still need to improve?