

TALent LIVES here

TALLAHASSEE, FLORIDA 



Employer Internship Toolkit

1st Edition

Introduction

Research has shown that students who participate in a local internship are more likely to receive full-time employment and remain in the area. Therefore, Talent Lives Here (TLH), an initiative of the Knight Creative Communities Institute (KCCI), has developed an Employer Internship Toolkit to assist your organization in the development of a successful internship program. During fall of 2009, a group of volunteers was selected to serve as KCCI community catalysts focusing on ways to increase the number of local college graduates who live and work as professionals in the Tallahassee region after graduation.

Note that the content of this document is intended to be a helpful guide that facilitates the delivery of a quality internship program. This document should be viewed as dynamic rather than static and will be updated as necessary.

The retrieval of information was a collaborative effort and material was obtained from various reputable resources listed below. Every attempt has been made to provide proper reference when possible.

Acknowledgements

Many thanks are extended to the following for sharing their time, talent, and resources:

- Florida A&M University Career Services Office
- Florida State University Career Center
- Tallahassee Community College Career Center
- The Knight Creative Communities Institute & the 2009-2010 Class
- The Tallahassee Chamber of Commerce
- The many volunteers that contributed to this effort

A very special “thank you” to two of our primary sources of general information:

“Starting and Maintaining a Quality Internship Program” created by **Michael True**, Director, Internship Center at Messiah College (Grantham, PA) - www.messiah.edu/internship

“The Intern Toolkit: Just Add Talent” created by **Matthew Zinman**, President of ZUniversity.org (ZU); www.zuniversity.org.

Internship Toolkit

Table of Contents

Module 1	Program Planning	
	What is an Internship?	6
	The Value of Interns	7
	Role of the Internship Coordinator	8
	Compensation/Legal Considerations	9-13
Module 2	Recruitment	
	Local College/University Contacts	
	Career Center Contacts	14
	College Academic Calendars	15
	Ways to Increase Internship Appeal	16
	Templates	
	Intern Request Letter to Colleges	17
	Sample Job Description	18
	Sample Recruitment Flyer	19
	Applicant Rejection Letter	20
Module 3	Screening and Hiring	
	Pre-Interviewing Applicants	22
	Interviewing an Applicant Effectively	23
	Templates	
	Interview Questions & Evaluation Form	24
	Applicant Acceptance Letter	25
Module 4	Orientation Tools	
	Orientating and Training Interns	27-28
	Setting Performance Expectations	29
	Ten Concerns of Interns	30-31
	Addressing Intern Concerns	32-33
	Templates	
	Internship Commitment Pledge	55
	Intern Confidentiality Contract	56

Module 5	Work Management Tools	
	Developing Work Activities and Learning Objectives	37-38
	Delegating to Students	39
	Templates	
	Assignment Delegation Brief	40
	Work Assignment Tracking Timesheet	41
Module 6	Performance Measurement Tools	
	Templates	
	Performance Measurement Timeline	43
	Intern Skills Intake Questionnaire	44-46
	Setting Meaningful Goals	47
	Performance Evaluation	48
	Intern Evaluation by Manager	49-51
	Program Evaluation by Intern	52-54
	Sample Letter of Recommendation	55
Module 7	Skill Development	
	Structuring a Training Program	57
	Managing Time Efficiently	58
	The PC's of Telephone Skills	59
	Proper Business Etiquette	60
Additional Resources Page		61

MODULE 1

Program Planning

What Is An Internship?

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

Characteristics include:

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

Source: *“Starting and Maintaining a Quality Internship Program”* – Michael True

How Do Internships Benefit Employers?

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

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

The Value of Interns

- **Gain Time:** Businesses don't have the time not to have interns. For example, if it takes six hours/week to manage three interns who each work 20 hours/week, the ROI of that supervision time is ten-fold. Using that time to take full advantage of interns' capabilities can yield returns that hit the bottom line.
- **Increase Productivity:** Interns can help a company do more and get projects off the proverbial backburner. Examples range from supporting marketing efforts and operational needs to gathering business intelligence and augmenting work for clients and partners.
- **Broaden Capabilities:** Interns possess knowledge and skills that employees may not, such as with computer programs, the latest academic methodologies, and research prowess.
- **Improve Recruitment:** Pre-recruiting college graduates allows businesses to "try before they buy" and, thus, reduce time, costs and mistakes associated with hiring full-time employees.
- **Inject Enthusiasm:** Interns add vibrancy to the fabric of any organization. They provide fresh ideas and positive energy that can have a contagious effect on employee morale, motivation and creativity.
- **Give Back:** Internship programs can improve an organization's reputation among the local business community and area schools, such as by having students do philanthropic work on a company's behalf.
- **Increase Effectiveness:** Employees can be more productive and apply their superior skills to take on more valued projects with the time interns save them by performing lower level work instead.
- **Build Leadership Skills:** Interns provide employees with the opportunity to gain supervision and project management experience that will prepare them for the leadership challenges ahead.
- **Build Confidence:** Internships provide a training ground for potential employees to build and gauge their true abilities, increase their market value, and foster their career success.
- **Prepare Tomorrow's Workforce:** Gaining hands-on work experience makes interns more capable, productive and valuable employees upon entering the workforce.

Program Manager Job Description

The following description provides a general sense of duties the internship program manager will perform. Naturally, this will vary somewhat by different industries, organizations, programs and individuals. Of the many factors that contribute to a successful program, none is more important than having a qualified manager oversee it. The responsibility is something this person should want to assume, in part, because he or she will gain inherent satisfaction preparing future professionals for the challenges ahead.

The program manager will be expected to carry out the following activities:

- Structure the program foundation such as by getting executive buy-in, developing background materials, and designing the training program. Initial preparation efforts can be substantial; however, much of it involves a one-time investment that leads to repeatable processes.
- Be the internal liaison to coordinate all program logistics and communication with relevant organizational contacts including business owners, executives, department heads, HR staff, legal counsel, etc. This will surely involve taking inventory of project needs to define program scope, including determining the number of interns to recruit.
- Be the external liaison by establishing and maintaining relationships with faculty and career services representatives at select colleges and universities.
- Do whatever it takes to recruit, hire, and orient qualified interns.
- Oversee all aspects of project management, especially to maintain a pipeline of steady workflow to maximize intern productivity.
- Manage interns with effective leadership, motivation, delegation, communication, development and training, and performance and program evaluation.
- Identify relevant vendors, partners, and experts to ensure the internship program has the proper resources needed to operate optimally.
- Fulfill the organizations' obligation to provide an experiential learning environment and to structure relevant training and development activities. This includes working with interns to set goals and match meaningful work assignments to fulfill them.
- Support the interns' career development, such as providing a reference letter that outlines his/her strengths and accomplishments, and provide guidance in their job search.
- Foster continuous improvement by ensuring that program evaluations are actionable, and integrating best practices.

Compensation/Legal Issues

Do you have to pay interns?

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns. Visit <http://www.dol.gov/whd/regs/compliance/whdfs71.htm> for up-to-date information.

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

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

Workers' and Unemployment Compensation

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

Keep In Mind

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

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

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

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

International Students

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

- The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.
- Curricular Practical Training: An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The INS defines this type of training as ‘alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.’
- Post-Completion Practical Training: This is temporary employment directly related to the student’s major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part-time work. Those on a student visa can only gain authorization once for this type of training.”

The above information is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers (NACE). Reprinted with permission of the National Association of Colleges and Employers, copyright holder. For more information on these and other legal issues related to hiring, see NACEWeb at www.naceweb.org. Also see the website of the U.S. Citizenship and Immigration Services -<http://uscis.gov/graphics/lawsregs/index.htm>

Title 8 of the Code of Federal Regulations, Section 214.2 (f)

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

Immigration Support Services

1300 Bent Creek Blvd., Mechanicsburg, PA 17055

Web: www.immigrationsupport.com

Source: “Starting and Maintaining a Quality Internship Program” – Michael True

Letter to **National Association of Colleges and Employers** regarding unpaid internships -- June 30, 2010

Dear Colleagues:

As you know, the legal and ethical issues surrounding unpaid internships have been highly debated in recent months. With your input, NACE (National Association of Colleges and Employers) is addressing this issue. I am happy to share with you NACE's Position Statement on Unpaid Internships. I will also highlight some of the work we have done surrounding this issue, and detail the information and resources we will provide to you in the near future.

One of our key goals while developing a position statement was to engage our members in the process. In May, we conducted a national survey of employer and college members to gain insight into their internship practices and thoughts on unpaid internships.

Our position statement is framed by the following principles, beliefs, and assumptions:

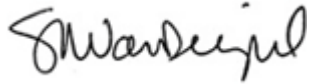
- Internships provide unique and valuable experiences for students both academically and in professional career preparation.
- The term "internship" encompasses many different program models (i.e. paid and unpaid; full time and part time; of varying length; as a required part of an academic curriculum or as a course option; for academic credit or no credit). The broad use of this term to cover diverse circumstances makes it difficult to apply common and consistent standards, guidelines, and applicable policies.
- Internships exist or can exist in literally every kind of business, industry, organization, and sector—both public and private.
- What constitutes an internship is determined in the final analysis by the student's college or university and the employer.
- Internship programs should ideally involve a close partnership between the university, the participating student, and the employer in which all accrue some form of benefit.
- The federal and state governments have significant roles in providing and enforcing laws and guidelines to protect the interests of both employers and employees in the workplace.
- Unpaid internships in the not-for-profit sector reflect the fiscal realities and limitations for organizations in that sector and are acknowledged accordingly in current Department of Labor guidelines and enforcement practices.
- All interns, regardless of their compensation, should enjoy similar basic protections in the work setting consistent with all laws, ethical considerations, and sound business practices.

Based on the above principles, beliefs, and assumptions, and the information supplied by our members, NACE's position statement on the issue of unpaid internships is:

"The National Association of Colleges and Employers (NACE), representing more than 3,000 higher education institutions and employing organizations, recognizes the enormous value of internship programs to individual student participants and both the higher education and employer communities. We believe that the U.S Department of Labor criteria for assessing whether internships in the for-profit sector may be unpaid must be reviewed and further clarified to ensure they account for the incredible

diversity of students, higher education institutions, and employing organizations involved in such programs. Further, all interns, regardless of their compensation, should enjoy similar, basic protections in the work setting consistent with all laws, ethical considerations, and sound business practices.”

Sincerely,



Shawn VanDerziel
2009-10 NACE President
Vice President, Human Resources & Administration
The Field Museum

MODULE 2

Recruitment

Career Center Contacts

Florida A&M University

Click [here](#) for more information on internships at FAMU. Click [here](#) for FAMU School of Business and Industry internships.

850-599-3700 office

850-599-3353 fax

E-mail -- careercenter@famu.edu

Website – www.careercenter.famu.edu

Florida State University

Click [here](#) for more information on internships at FSU. Click [here](#) for FSU Business School internship information.

Dr. Juliette McDonald, Program Director

jmcdonald@admin.fsu.edu

850-644-9774

Kawana Williams, Assistant Director

kawilliams@admin.fsu.edu

850-644-9776

Donna Ruscito, Program Assistant

druscito@admin.fsu.edu

850-644-9775

Tallahassee Community College

Click [here](#) for more information on internships at TCC.

Catie Goodman

Career Center Director

goodmanc@tcc.fl.edu

850.201.8281

Christy Mantzanas

Career Placement Coordinator

mantzanc@tcc.fl.edu

850.201.6172

Candace Pinataro

Career Center Specialist/Internships

pinatarc@tcc.fl.edu

805.201.9971

College Academic Calendars

FAMU Academic Calendars - <http://www.famu.edu/index.cfm?Registrar&Calendars>

FSU Academic Calendars - <http://registrar.fsu.edu/extended.htm>

TCC Academic Calendar - http://www.tcc.fl.edu/about_tcc/academic_affairs/academic_calendar

Increasing Internship Appeal

As the demand for interns grows, so does the competitiveness to hire the most qualified ones. Motives to provide incentives may range from simply wanting to get the most out of the program investment to viewing the opportunity to pre-recruit potential employees.

The following suggestions may "sweeten the deal" and be well worth the investment to secure high quality interns.

- Pay them! Money is something every college student needs and wants
- Help them earn credit by fulfilling requirements, such as performance evaluations
- Offer a scholarship to create a merit-based internship
- Offer a stipend (travel expenses, supplies, etc.)
- Give them a meal plan (company cafeteria or expense fund)
- Provide housing / relocation support [if applicable]
- Entice them with job training and real work - college interns want to be more than just gophers and copy/collators, they want actual experience. (Ask the college scholarship coordinator in the target academic field)
- Offer bonuses such as a mini signing incentive or a "pay for performance" program to award interns for achieving defined objectives
- Formalize rewards and incentives (gift certificates, prizes, etc.)
- Allow access to employee privileges (i.e., box seats, employee gym)

Career Services Intern Request Letter

[DATE]

[CONTACT NAME]

[COLLEGE]

[ADDRESS]

Dear [SALUTATION] [LAST NAME]:

We are writing to express our interest in recruiting interns from [NAME OF COLLEGE]. [COMPANY NAME] would be an ideal learning environment for your students. The attached job description illustrates that our intern position(s) for this [SEASON] semester will involve a variety of hands-on project work.

For your background, [COMPANY NAME] is a [BRIEF COMPANY DESCRIPTION INCLUDING CUSTOMERS SERVED]. We encourage you to visit our website at [URL] for more detailed information about our organization.

We are committed to fostering professional growth and as such, to providing the time, management, and structure to our intern program. We have a dedicated intern project manager and this commitment will ensure a successful experience for both our company and the interns we hire.

In addition to gaining 'real world' experience, your students will benefit from the other resources we apply to help develop core professional skills that will improve their organization and time management, research, telephone manner, writing, effective listening, and office etiquette. By developing both industry-specific experience and professional skills, we hope to build a better pipeline of suitable candidates for future employment here at [Company name] upon graduation from [COLLEGE].

We invite you to visit us here at [COMPANY NAME] so you may experience our workplace firsthand. If more convenient, we also would be willing to come see you on campus or discuss via phone, the next logical step is for us to explore how we may best work together to create an enriching experience for [NAME OF COLLEGE] students.

We look forward to hearing from you.

Sincerely,

[NAME/TITLE OF REPRESENTATIVE]

Sample Job Description

To be distributed to college placement offices for posting on job boards and e-boards.

Company Name:

Internship Location:

Semester(s) available: Fall__ Spring__ Summer__

Description of Duties and Responsibilities:

Time Preference: Per Hour: __ Stipend: __ Other Incentives (if applicable): _____

Compensation: Hrs: __ Week Weekends: __ Yes __ No

Types of Internship: __ Credit __ Non-Credit __ Based on Student Opportunity

Class Standing Desired (check all that apply):

__ College Senior __ College Sophomore __ College Junior __ College Freshman

Majors Desired (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Community College | <input type="checkbox"/> Computer/Technology |
| <input type="checkbox"/> Technical School | <input type="checkbox"/> Digital/Graphic Arts/Design |
| <input type="checkbox"/> Business/Economics | <input type="checkbox"/> Education |
| <input type="checkbox"/> Financial Accounting | <input type="checkbox"/> Healthcare |
| <input type="checkbox"/> Marketing/Communications/English | <input type="checkbox"/> Sciences |
| <input type="checkbox"/> Tourism/Hospitality Management | <input type="checkbox"/> Liberal Arts |
| <input type="checkbox"/> Engineering/Architecture | <input type="checkbox"/> Law/Political Science |

GPA (Minimum Desired): _____

Inquiry Deadline: _____

Start date: _____

Application Information

Program Manager Contact Information:

Phone:

E-Mail:

Fax:

Website:

Sample Recruitment Flier

NOTE: This flier is designed to provide a general sense of what employers might do as an on-campus tactic such as posting on building bulletin boards where target recruits have classes. Naturally, you will need to adapt this considerably for your own interests. Refer to the "Sample Job Description" for more ideas about details you may wish to include.

SUMMER INTERNSHIP Get Hands-On Experience

[Name of Company] is a [Type of Company] like no other, so our internship program is too! Apply today to get real-world work experience with us. [Add brief company overview here or at bottom]

ARE YOU READY FOR A CHALLENGE?

- strong emphasis on hands-on experience and learning
 - [list types of activities they will perform]
- work along-side a seasoned manager; be mentored by company executives
 - earn school credit (if eligible)
 - [number of hours/week and start date]

Requirements:

- Juniors and Seniors preferred, but exceptions are welcome to apply
- Must be self-motivated, highly organized, creative and have a hunger to learn
- For more information visit [link to info here]

To Apply:

- E-mail resume and cover letter to [name of manager or e-mail address]
- Deadline to apply [enter date]

Applicant Immediate Rejection

[MONTH, DATE YEAR]

[FIRST and LAST NAME]

[STREET ADDRESS]

[CITY, STATE ZIP]

Dear [FIRST NAME]:

Thank you for your application to [COMPANY NAME].

We have evaluated your resume and determined that your experience and coursework do not match our hiring criteria for this internship position. [OPTIONAL: EXPLAIN WHY/HOW]

Your interest in our organization is greatly appreciated and we wish you success in your future endeavors.

Sincerely,

[NAME]

[TITLE]

MODULE 3

Screening and Hiring

Pre-Interviewing Applicants

Knowing which intern candidates are the right ones to evaluate further is not as clear-cut as with post-graduate professionals. Interns inherently lack experience, and so their resumes can be a poor reflection of their potential. Below are some criteria that may make it easier for you to separate qualified applicants from the rest.

- **Resume:** There are a number of aspects beyond the facts of a student's resume worth noting. Format is an indication of organization skills and, in some cases, reveals creativity and initiative. Writing and language skills should be evident. Paper use, layout style and error-free presentation all indicate attention to detail among other things.
- **Cover Letter:** Review content to gauge writing ability, personality, and whether it is customized in any way to indicate enthusiasm, such as that the candidate visited the website.
- **G.P.A.:** Anything below 3.0 should raise a question, but not necessarily disqualify a candidate. A student may be working his-her way through school, be involved in any number of extracurricular activities, and/or be recovering from a less than strong academic start.
- **Work Experience:** Look for candidates that have held positions of responsibility that may or may not be career-relevant. Focus on the skills that each position required and how aspects of them are transferable to your requirements.
- **Coursework:** Evaluate the applicant's coursework to determine its relevance to the internship position. Some students may pursue degrees that are peripheral to your business, yet be taking coursework that reflects more specific interests.
- **Extracurricular Activities:** Evaluate the kinds of activities that interest students and whether they assume any roles of responsibility among them. Those with multiple involvements may possess a more defined sense of dedication and be more adept at multi-tasking work responsibilities.
- **Volunteer Work:** Student involvement with non-profit organizations speaks volumes about character, sense of responsibility, and general conscientiousness.
- **Follow Through:** Candidates that take the extra step to follow up with a phone call or correspondence are probably the type of "go-getter" that can become a valued asset.
- **Letters of Recommendation:** Anyone with one is already unique and probably worthy of serious consideration.
- **The Usual:** Take note of whether the applicant presents any aspects of him/herself indicating that they stand apart from the rest. This includes, but is far from limited to, such things as doing world travel, showing creative expression. Being multi-linguistic, or having unique involvements.

Interviewing Applicants Effectively

Organizations and individuals have unique interviewing procedures and styles. It is important to recruit and screen internship candidates with the same diligence as full-time employees.

- **Keep it manageable:** Narrow your selection of promising applicants. Use the Screening Tools to decide who is the most qualified and worthy of time to interview. Invite them accordingly and provide any details (time allotted, parking, etc.)
- **Plan:** Decide where to have the interview, the format, whether the candidate will meet anyone else, your interview style, questions, etc. Make any arrangements.
- **Gain insight:** Familiarize yourself with each candidate. Select items of interest from their resume, cover letter, and responses to the screening questionnaire.
- **Establish rapport:** Offer a pleasant greeting and casual conversation to put them at ease. Remember that the intern interview is inherently among the first of such experiences. Consider making the interview process less intimidating.
- **Provide background:** Provide organization background on products/services, history, goals, etc. Review the job description and discuss the qualifications. Explain the interview objectives and structure and acknowledge the amount of time allotted.
- **Get them talking:** Ask open-ended questions (how, what, when, etc.). Simulating conversation may provide much more insight about the applicant than enabling them to give prepared answers.
- **Match skills with needs:** Assess how well each candidate fits the position and focus questions on closing any gaps. Avoid any temptation to hire unqualified interns just for the sake of having “arms and legs.”
- **Be consistent:** Use the Interview Evaluation Form and other screening tools to have a consistent format from which to compare applicants. This includes any evaluation of post-interview criteria, such as thank you notes and reference checks.
- **Have an exit strategy:** Be prepared to cut an interview short if it becomes clear that the candidate is not a good fit. Do not waste time. Simply treat them with respect and explain your decision. Treat the interview as a learning experience and offer some suggestions. They will appreciate candor more than false hope and an anxious wait. You will eliminate the need for further follow up. Wish them luck.
- **Wrap-up:** Thank the candidate and provide a sense of expectation, such as for specific next steps (i.e., follow up interview) or by when they will hear from you. If certain about wanting to hire them, consider making the offer right then and there.

Interview Questions & Evaluation Form

Below is a list of interview questions that reflect a number of desired traits. This tool may also be used to evaluate how each intern answers the following questions.

RATING SCALE: 1 = Poor 2 = Fair 3 = Acceptable 4 = Very Good 5 = Excellent

TRAIT	INTERVIEW QUESTION	RATING				
		1	2	3	4	5
Ambition	What type(s) of work/career do you see yourself doing after you graduate?	1	2	3	4	5
Interest/Enthusiasm	Why are you interested to work for [name of co.] as opposed to anywhere else?	1	2	3	4	5
Insight	How did you hear about [name of co.] and what impression have you formed about the company?	1	2	3	4	5
Preparation	Did you visit our website? What do you think?	1	2	3	4	5
Verbal Skills & Motivation	What do you want to achieve by pursuing this internship? (i.e., what do you want to learn?)	1	2	3	4	5
Time Management	Do you typically complete your coursework ahead of schedule or work better under pressure by getting it done just before it's due?	1	2	3	4	5
Resourcefulness	How would you go about ...? (Use a project example, such as having to find out something relevant)	1	2	3	4	5
Initiative	What would you do if you came across... (Use a project example and refer to them finding something of value during the course of doing something else)	1	2	3	4	5
Organizational Fit	Of everything I described about the organization, what are the things that appeal to you most?	1	2	3	4	5
Presentation Skills/Selling Skills	Hypothetical: I am a business prospect in [type of industry] and you are here to sell me a widget. The product is capable of doing anything you want. Take a minute to think of what it can do and explain to me why I should be interested to buy it from you.	1	2	3	4	5
Integrity	Hypothetical: Suppose you are employed for a company at which a serious mistake was made by your manager for a project on which you worked. How would you handle the situation if that manager placed the blame on you instead?	1	2	3	4	5

Applicant Acceptance Letter

[MONTH, DATE YEAR]

[FIRST/LAST NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [FIRST NAME]:

It is with great pride and confidence in you that I extend this formal letter of acceptance into the [NAME OF COMPANY] internship program for the [SEASON/YEAR] semester.

As describes, this opportunity will involve applying all core [PROFESSION] skills including, [LIST EXAMPLES], and everything in between.

As a teaching internship, we are committed to making every effort to provide you with the best hands-on learning experience possible.

Naturally, we hope that you accept our offer after which we can discuss the position in more detail. Please let us know your intent by [DATE].

For your reference, the requirements of the internship are as follows:

- [NUMBER] hours per week
- 12-14 weeks (depending on your semester schedule from [LIST MONTHS])
- Metric-based goal-setting (to be discussed at orientation)

I will be your direct supervisor and lead weekly project planning and project planning and professional development sessions at a set time (TBD).

As you prove yourself to be more and more capable, you will be assigned more advanced work, which is well beyond what most student interns ever do elsewhere. Should you or your faculty advisor ever have any questions, I am wholly accessible by phone at [NUMBER].

I look forward to providing and sharing this unique experience with you.

Cordially,

[NAME]
[TITLE]

MODULE 4

Orientation Tools

Orientation and Training

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

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

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

Prior to the First Day

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

Policies and Procedures

- Company Organization
- Special Industry Jargon
- Specific Work Standards and Procedures
- Reporting Relationships
- Access to the Supervisor (days, times, and duration)
- Tasks that can be Completed without Supervisory Approval
- Work Processing Requests and Timeliness
- Mail and Telephone Systems
- Approved Form(s) for Correspondence
- Safety Regulations
- Procedure for Signing off Completed Work
- Periodic Forms or Reports to be Completed
- Security and Confidentiality Issues, if Relevant
- Acceptable Dress and Appearance
- Maintaining the Premises and Work Station

- Productive Interactions with Others at the Work Site
- Personnel who can Answer Different Kinds of Questions
- How the Organization Wants the Intern to Deal with Clients, Customers, and Vendors

You can communicate this information in several ways:

- Take your interns on a tour of the facilities and introduce them to the other employees
- Give your interns company materials to read such as newsletters, annual reports, an organization chart, or memos from the CEO
- Encourage your interns to spend break and lunchtimes in places where employees gather
- Schedule regular one-on-one meetings with them
- Give the interns opportunities to observe (or participate in) professional meetings
- Allow the interns to interview company personnel
- Encourage the interns to walk around and observe others at work

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

Setting Performance Expectations

Every organization has a unique culture and standards for job performance. The following outline of business performance principles takes a relatively standard approach to setting expectations. They are included in the Intern Toolkit as a resource to adapt accordingly to your own organization.

- **Integrity:** [NAME OF ORGANIZATION] interns exhibit the highest standards of professional and personal behavior. Integrity involves a commitment to be honest, trustworthy, and respectful while having the moral courage and maturity to act.
- **Accountability:** [NAME OF ORGANIZATION] interns hold themselves accountable for the duties they perform on our behalf. They assume personal responsibility for the highest standards of work quality and in seeking professional self-development. This involves a commitment to actively seek and be receptive to constructive feedback, respect for and adherence to deadlines, and fostering self and team productivity through sound organization and attention to detail.
- **Commitment:** [NAME OF ORGANIZATION] interns are committed to achieving superior work and demonstrating professionalism. They realize that their work represents not just their own efforts, but the reputation of the organization as a whole. Beyond striving to do their best work, interns are expected to demonstrate a high energy level, display pride, and have an overall sense of purpose. They also seek to impart these traits to coworkers and business affiliates.
- **Teamwork:** [NAME OF ORGANIZATION] interns recognize that the success of our organization is reliant on the way we interact and cooperate with one another. Our interns demonstrate a positive "can do" attitude. They recognize that a collaborative effort is better than an individual one and actively search for ways to involve the expertise of others to solve challenges. We maintain a friendly, courteous approach while demonstrating fairness and compassion in all our dealings.
- **Proactivity:** [NAME OF ORGANIZATION] interns always ask themselves: "What can I be doing to help my company, help my colleagues, help myself?" Taking such initiative involves actively looking for opportunities to cultivate business, assist coworkers and affiliates, and manage one's own career with a goal-oriented approach. [NAME OF ORGANIZATION] interns are encouraged to develop decision-making experience and judgment to think and act independently.
- **Creativity:** [NAME OF ORGANIZATION] interns are eager to participate and share their thoughts to add value to group creativity. They are willing to challenge conformity and identify the best solutions to make active contributions in business planning and other collaborative settings.
- **Fiscal Responsibility:** [NAME OF ORGANIZATION] interns conserve the organization's resources with the same mindfulness that they would use to conserve their own. They take pride in providing quality work and bear in mind that time is a currency that generates money.

Ten Concerns of Interns

- **Give us real work!**
It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.
- **Do what you say, and say what you do!**
Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.
- **We like feedback!**
Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.
- **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.
- **Please explain.**
When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.
- **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.
- **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.
- **Be prepared!**
That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.

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

Addressing Interns Concerns

Managing student workers involves many facets; one of which is to grasp what's on their mind. The following list highlights some of the common concerns interns have when during their work experience and things businesses can do to effectively address them.

- **Be respectful**
They may be "green," but too many fields still view student interns as having to "pay their dues" as a rite of passage. While there may be an appropriate degree of truth to this, that attitude has no place in the manner in which everyone should treat others in general.
- **Don't bait and switch**
Set accurate expectations and then act accordingly. Pulling a "bait and switch" is a surefire way to dampen intern morale and productivity.
- **Keep it real**
Their primary role should not be "go-fers" who do more "grunt work" than "real work." While some administrative tasks will likely be necessary, it is in everyone's best interest to have interns be as productive as possible. Preparation is the key to optimizing workflow.
- **Get them involved**
Seek every appropriate opportunity to include interns in daily organizational activities, such as having them join staff meetings, attend business events, or simply take part in lunch outings.
- **Provide Context**
Do not give interns project work without taking the time to fully explain why it is they're doing what they're doing. Having that context may empower them to take some initiative and deliver more valued results.
- **Be Accessible**
Interns need constant reassurance that they can ask questions, solicit feedback, or voice concerns. Keep the channels of communication wide open. Recognize that, as students, they may be more easily intimidated and lack the business skills and experiences that professionals take for granted.
- **Give Open Feedback**
Give frequent, constructive feedback. Interns are eager to learn, therefore, they naturally crave feedback: be it positive or negative. A little added guidance and positive reinforcement can go along way toward keeping them on track and motivated.
- **Don't Overwhelm Them**
Students should remain sure-footed on the internship proving ground. Challenge them, but be sure they are clear, capable, and confident along the way.

- **Mentor them**
Interns want guidance beyond the work/supervisory relationship. They need someone to genuinely teach. Mentors need to take the initiative to schedule and structure time, and even the specific guidance they seek to bestow. Interns can easily feel ignored and, if they do, can lack the confidence to take the initiative themselves.
- **Reward Them**
College students are inherently short of cash. Organizations that can pay, should. In any case, it is helpful to seek ways to reward them and offer gestures such as free parking, lunches or anything that allows them to feel more appreciated.

Internship Commitment Pledge

I, [Name of Intern], hereby agree to the terms of this internship. I will strive to get the most out of my experience. I will apply my best effort for the time I am committing to this opportunity (XX hours per week) and hereby agree to contribute no less than that amount of time.

I will remain accountable for my actions to [Name of Organization] and to myself. I will represent this firm with the utmost professionalism and integrity. I pledge to uphold the image of this company and its standards of excellence.

I realize that the success of this practicum is based on a foundation in time management, organization, discipline and self-motivation. I also recognize my obligation to balance my commitment to this internship with those I have to myself and others in my educational and life priorities. I understand the benefits of my internship will directly reflect the amount of effort I put forth to this commitment.

In turn, I, [Name of Company Representative], hereby agree to help make this internship a valuable one to the [Name of Intern]. I will seek to create a comfortable environment and will provide meaningful work assignments and align them as best as possible with the learning goals this intern sets. I will endeavor to provide additional training and mentoring as an important part of the intern's education.

I, too, will remain accountable for my actions and professionalism throughout this internship. I pledge to uphold the image of this company throughout the duration of this internship, and beyond.

Official Signature [Company Representative]

Official Signature [Intern]

Date: [Month Day, Year]

Intern Confidentiality Contract

AGREEMENT made this __ day of, [year], by and between [NAME OF COMPANY] a [STATE] corporation, ("Company") and ("Contractor").

In consideration of the mutual promises and covenants contained below, the parties agree as follows:

1. Company engages Contractor to provide consulting and other services in the name of and on behalf of the Company.

2. Contractor shall devote such time and efforts as are required to perform the services assigned by the Company. When performing services, Contractor recognizes that Contractor is representing the interests and reputation of the Company and agrees to perform all services in a professional manner.

3. It is the intent and purpose of this contract to create a legal relationship of independent contractor between Company and Contractor. Contractor is an independent professional, free to exercise his/her own independent and professional judgment, and Company shall neither have nor exercise any official control or direction over the methods utilized by Contractor. Nothing in this contract shall be construed to create an employment relationship. Consequently, there will be no withholding under, or contributions made on account of, the Federal Insurance Contribution Act, Federal Unemployment Tax Act, and the federal, state or local withholding statutes.

4. This Agreement shall continue in full force and effect for a term of one year unless terminated by either party with at least thirty (30) days prior written notice.

5. In the course of each client relationship, there will be an ongoing exchange of information considered confidential, and to which [NAME OF COMPANY] as an entity is contractually bound to protect this confidentiality. Contractor agrees to adhere to the same principles by maintaining strict confidentiality of all client information both in terms of record keeping and in conversation outside of the agency.

Official Signature [Company Representative]

Official Signature [Intern]

Date: [Month Day, Year]

MODULE 5

Work Management Tools

Developing Work Activities and Measureable Learning Objectives

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

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

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

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

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

- Performing Laboratory Tests
- Writing Handbooks or Manuals
- Designing Posters, Charts, Graphs
- Generating Financial Forecast and Cost Recovery Reports
- Performing Software/Hardware Modifications
- Conducting Studies and Surveys
- Developing Slide/Sound Presentations
- Compiling Technical Reports
- Creating Academic Lesson Plans
- Conducting Research
- Generating Marketing Plans
- Conducting Training Packages
- Preparing Budgets and Financial Reports

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

Other sample projects for interns include:

Business Marketing

- Identify prospects
- Pursue business leads
- Develop/send marketing materials
- Write and send news releases
- Write articles to publish
- Plan events
- Develop presentations
- Identify news media for publicity
- Research advertising placements
- Arrange speaking engagements
- Pursue sponsorship opportunities
- Seek websites for any purpose
- Prepare award submissions
- Write opinions/editorials
- Do community service

Business Intelligence

- Gather competitive intelligence
- Identify/profile industry insiders
- Conduct formal market research
- Uncover existing research/facts
- Obtain details about associations
- Identify and track industry events
- Monitor industry news/trends
- Locate relevant news/articles
- Identify local events
- Uncover networking opportunities
- Find credible information/sources

- Review editorial calendars
- Track internal performance/metrics
- Monitor regulatory happenings

Business Management

- Contribute creative ideas
- Research/write for publications
- Manage/freshen website content
- Support employee training needs
- Assist with presentations
- Conduct internal research
- Maintain a resource library
- Disseminate communication
- Track/manage inventory
- Design charts, graphs, posters
- Format business documents
- Maintain the company database
- Organize company files
- Photograph events (if qualified)
- Find graphics/stock photos
- Take meeting notes
- Compile technical reports
- Supplement back-office accounting
- Perform computer modifications
- Help write handbooks/manuals
- Identify vendors, partners, resources
- Find premiums for giveaways
- Recruit the next interns

Delegating to Students

Internship programs provide an ideal training ground for less experienced managers to improve their supervision skills. While many of the at-a-glance tips below represent common sense. They are here for easy reference and to simply provide general guidance

Delegation Do's

- Explain the overall purpose
- Set clear expectations
- Give them the right resources
- Help them get from A to B
- Tell them how long it should take them
- Set deadlines
- Match work with interests / skills
- Assign complete tasks
- Explain what they're learning
- Tell them everything they need to know
- Have project "checkpoints"
- Track assignments
- Encourage them to ask questions
- View mistakes as learning experiences
- Offer praise
- Be their boss and mentor

Delegation Don'ts

- Give them assignments out of context
- Expect that they can read minds
- Do the work for them
- Insult their intelligence
- Let them waste time
- Extend deadlines they've agreed
- Overload them with "grunt" work
- Split tasks
- Micromanage
- Set them up to fail
- Take back work once it's theirs
- Be inaccessible
- Let them off the hook
- Ignore requests
- Overlook their need for feedback
- Sugarcoat your evaluation
- Be their friend

Assignment Delegation Brief

Interns need clear direction to do their best work. This sheet is a simple guide for project managers to delegate assignments with all relevant details for the intern(s) to follow.

Intern's Name:

Project Title: [Be as descriptive, literal as possible]

Purpose: [Describe how assignment fits into the big picture]

Deliverables: [Specific expectations/outcomes/metrics]

Time Budget: [How much does the intern have to complete]

Deadline: [There's nothing quite like a deadline to get things done]

Notes: [Offer any direction about how to complete assignment, including any resources available to do so]

Work Assignment Tracking Timesheet

Intern Activities Status:

Week of (Month/Date):

Total Hours: (# per week):

Notes (optional):

Use the space below to solicit and track weekly feedback from interns, such as updates on assignments, needs from supervisor(s) or issues with other coworkers.

Encourage them to offer suggestions and positive feedback about someone or what they did / did not like about assignments. Interns also can acknowledge skills they learned, such as any to help them reach their development goals.

MODULE 6

Performance Measurement Tools

PERFORMANCE MEASUREMENT TIMELINE

The internship program toolkit includes a number of tools for measuring performance. The following timeline provides guidance for when to use these tools.

PREHIRE:

- Pre-interview Screening questionnaire
- Basic skills writing test
- Interview Screening tool
- Personality Profile

INTERNSHIP:

Week 1:

- Orientation
- Skills/ interests intake questionnaire
- Review how to set meaningful goals

Week 2:

- Review intake questionnaire; discuss goals

Week 3:

- Ensure goals are meaningful and measurable; seek to match goals with projects

Week 6-7:

- Checkpoint to discuss performance, goals, and general feedback

Week 10:

- Checkpoint to discuss to discuss goals and match needs for remainder of internship

Week 12-14:

- Performance Measurement Tools
- Manager intern evaluation
- Interim Manager Evaluation
- Intern Self-Evaluation

POST INTERNSHIP:

- Post internship skills outtake
- Program evaluation exit survey

Note: For maximum, ongoing tracking, organizations may use the 'Project Performance Evaluation' for every relevant assignment. It is also helpful to maintain detailed records by using the 'Work assignment tracking sheet'. This gives both the company and the intern a clear record of what was accomplished.

Intern Skills Intake Questionnaire

At _____ *(name of organization)* _____ we define an internship as a collaborative obligation. Our responsibility is to foster an intern’s growth through professional experience and training. And, in exchange, we expect interns to uphold their best to help us achieve our business goals.

This intake tool is the first step in this partnership. It is designed to help us better understand your career interests, to obtain a self-evaluation of your skills, to gauge your supervision preferences, and to assess your development needs. The insight from your responses will help _____ *(name of organization)* customize your internship by enabling us to best match work assignments with your needs and goals and to manage your growth in the best way.

Some of these questions will challenge you to take risks, including asking you to look at your individual interests and abilities and share what you see. Please note that you ALREADY have been selected for this internship position. The more accurate and detailed your responses are, the better we can ensure that you get the most benefit from this hands-on teaching internship.

INTERN NAME: _____

INTAKE QUESTIONS

Below is a list of various marketing disciplines. Please rate your current interest in each based on the following scale.

- 1 – 2: Not at all interested
- 2 – 4: A little interested
- 5 – 6: Somewhat interested
- 7 – 8: Very interested
- 9 – 10: Extremely interested

_____ communication strategy/ branding
 _____ online marketing/ web design
 _____ advertising/ copywriting
 _____ a/v production/ photography
 _____ public relations

_____ graphic design
 _____ event management
 _____ market research
 _____ direct marketing
 _____ media planning & buying

Below is a list of various business skills. Please rate your current abilities based on the following scale:

- 1-2: I am truly terrible at this
- 3-4: I am somewhat weak at this
- 5-6: I am somewhat good, but not great
- 7-8: I am very good at this
- 9-10: I am very confident and excel at this

WORK MANAGEMENT SKILLS

- ___ organizational skills
- ___ time management
- ___ self motivation to complete tasks/ initiative
- ___ listening skills
- ___ ability to follow directions/ complete tasks
- ___ resolving conflict/ verbal communication
- ___ Receptiveness to feedback
- ___ Flexibility/ adaptability

PROFESSIONAL SKILLS

- ___ research/ resourcefulness
- ___ creative thinking/ problem solving
- ___ writing/ editing
- ___ telephone
- ___ event planning
- ___ interpersonal communication
- ___ computer skills
- ___ formatting skills

ADDITIONAL COMMENTS BY INTERN:

OPEN FEEDBACK QUESTIONS

- 1) If you were able to choose today your first job to start your career, what would it be and why?
- 2) If you had to choose one professional skill that you're best at, what would it be? Feel free to explain why.
- 3) If you had to choose one professional skill that you need help to improve, what would it be? Please explain why.
- 4) How easy/ hard would it be for you to communicate that you do not fully understand something you are asked to do?
- 5) How easy is it for you to work independently (virtually) on an assignment versus having more supervision and/or structured time in-office?

Setting Meaningful Goals

When you set meaningful goals, you establish a critical benchmark to align project work and base performance measurement discussions and evaluations. Interns and organizations alike can follow these guidelines to foster continuous individual and program improvement.

- Set goals at the onset: The earlier you decide on the goals for your interns and the organization, the sooner everyone can act on them
- Use the tools: Have the intern do the Intake Questionnaire to define their skills and interests. This will give them something to build on to outline specific goals.
- Take inventory: The organization must prepare and organize the project work it hopes to achieve during the internship term.
- Match-make: Assess each intern's interests and align projects with what he/she hopes to achieve. It may be good to formalize goals about two weeks into the internship to allow interns to acclimate and workflow to take shape.
- Make goals measurable: State more than the 'what' add the 'how', the 'how many', and the 'by when'. Having clear, specific goals will keep everyone on track.
- Take ownership: Setting true goals means that everyone must take them seriously. Instead of just going through the motions, try having an action plan.
- Keep track: Interns and supervisors may find it easiest to copy and organize tangibles from completed assignments in a workbook or binder for easy reference.
- Enlist needed resources: The intern will need some direction, including what people and resources are available to them to achieve their goals.
- Monitor checkpoints: Acknowledge goals in weekly meetings, including how assignments contributed to achieving them. Have a formal goals review at the half-way mark of the internship and then again two or three weeks before conclusion to allow for a 'final push'. (See the performance measurement timeline tool)
- Follow through: Use the performance evaluation tools to benchmark individual and program progress. Take stock of the outcomes and aim for continuous improvement.

Project Performance Evaluation

This evaluation may be used in follow-up to the project delegation worksheet for supervisors and interns alike to offer specific feedback. This form represents the highest level of detail for performance measurement because it can be used for virtually every assignment.

1=POOR 2=FAIR 3=GOOD 4=VERY GOOD 5=EXCELLENT

SKILLS	MANAGER RATING	ABILITIES	MANGER RATING
Research skills	1 2 3 4 5	Creativity	1 2 3 4 5
Telephone skills	1 2 3 4 5	Resourcefulness	1 2 3 4 5
Writing skills	1 2 3 4 5	Attention to detail	1 2 3 4 5
Interpersonal skills	1 2 3 4 5	Organization	1 2 3 4 5
Presentation skills	1 2 3 4 5	Time Management	1 2 3 4 5
Formatting skills	1 2 3 4 5	Initiative	1 2 3 4 5

Post project evaluation

Manager Feedback	Intern Feedback

Coworker Feedback	Additional Feedback

Intern Evaluation by Manager

- 5) Exceptional Consistently exceeds expectations (always demonstrates this ability)
- 4) Commendable Sometimes exceeds expectations (usually demonstrates this ability)
- 3) Fair Meets expectations (sometimes demonstrates this ability)
- 2) Uncomplimentary Rarely meets expectations (seldom demonstrates this ability)
- 1) Unsatisfactory Does not meet expectations (never demonstrates this ability)
- NA) Not Applicable Not applicable to this internship experience)

Career Field	Description	Rating
		1 2 3 4 5 N/A
		1 2 3 4 5 N/A
		1 2 3 4 5 N/A
		1 2 3 4 5 N/A

OPEN FEEDBACK

1. Strengths: Please describe the student intern’s strongest assets.

2. Weaknesses: Please describe areas the student intern most needs to improve.

3. Performance: Please describe your overall level of satisfaction.

_____ I have _____ I have not discussed this evaluation with the intern

Evaluator’s Signature

Student’s Signature

Title

Intern Evaluation by Manager

To be completed by the supervisor, shared with the intern following completion, and then placed in the permanent file for the intern.

DATE: _____ EVALUATION PERIOD: _____

STUDENT NAME: _____

SCHOOL: _____

DEPARTMENT OF INTERNSHIP: _____

SUPERVISOR OR PROGRAM MANAGER: _____

GENREAL DESCRIPTION OF WORK PERFORMED:

Intern Evaluation by Manager

- 5) Exceptional** consistently exceeds expectations (always demonstrates this ability)
- 4) Commendable** sometimes exceeds expectations (usually demonstrates this ability)
- 3) Fair** meets expectations (sometimes demonstrates this ability)
- 2) Uncomplimentary** rarely meets expectations (seldom demonstrates this ability)
- 1) Unsatisfactory** does not meet expectations (never demonstrates this ability)
- NA) Not applicable** not applicable to this internship experience

TRAIT	DESCRIPTION	RATING
Attitude	Enthusiastic, helpful, solicitous	1 2 3 4 5 NA
Character/Integrity	Honest, respectful, conscientious	1 2 3 4 5 NA
Professionalism	On time; dresses appropriately	1 2 3 4 5 NA
Teamwork	Collaborative attitude, shares information	1 2 3 4 5 NA
Presence	Exhibits confidence, poise, and tact	1 2 3 4 5 NA
Personal rapport	Friendly, likeable, interacts well	1 2 3 4 5 NA

PERFORMANCE	DESCRIPTION	RATING
Resourcefulness	Seeks out, uses appropriate resources, Able to identify & uncover needed assets	1 2 3 4 5 NA
Initiative	Self motivated, eagerness to learn	1 2 3 4 5 NA
Adaptability	Flexible in response to active needs	1 2 3 4 5 NA
Dependability	Instills confidence, purposeful	1 2 3 4 5 NA
Receptiveness	Open to feedback, eager to learn	1 2 3 4 5 NA
Problem solving	Sound analytical thinking & decision; Making ability to yield positive outcomes	1 2 3 4 5 NA
Follows Directions	Listens well, delivers on expectations	1 2 3 4 5 NA
Creativity	Offers fresh and unconventional ideas	1 2 3 4 5 NA
Learning ability	Asks good questions, absorbs	1 2 3 4 5 NA
Productivity	Produces appropriate volume and quality of work, achieves expectations	1 2 3 4 5 NA

SKILL	DESCRIPTION	RATING
Project management	Organization/time management, attention to detail, prioritizes tasks well	1 2 3 4 5 NA
Research	Able to find whatever is needed	1 2 3 4 5 NA
Telephone	Courteous, comfortable, effective	1 2 3 4 5 NA
Writing/Editing	Communicates ideas clearly and cleanly In writing, effective in related projects	1 2 3 4 5 NA
Communication	Interpersonal skills, ability to convey	1 2 3 4 5 NA
Presentation	Effective in group settings, meeting	1 2 3 4 5 NA
Computer	Technical skills relevant to career field	1 2 3 4 5 NA

Program Evaluation by Intern

Now that you have completed the program requirements, we ask that you share your insights about the experience so we may improve our efforts in future program cycles. Thank you for your candid feedback.

RATING SCALE

- 5) Excellent Strongly exceeded expectations
- 4) Very good Somewhat exceeded expectations
- 3) Good Met expectations
- 2) Fair Fell short of expectations
- 1) Poor Fell way short of expectations
- NA) Not applicable Not applicable to this internship experience

General Program Elements

ELEMENT	DESCRIPTION	RATING
Reception	Organized welcome/ preparation	1 2 3 4 5 NA
Program materials	Overview of company/ program	1 2 3 4 5 NA
Orientation	Expectations made clear	1 2 3 4 5 NA
Resources & Tools	Had what was needed to succeed	1 2 3 4 5 NA
Training & Development	Structured, consistent emphasis	1 2 3 4 5 NA
Performance Measurement	Systems in place to track progress	1 2 3 4 5 NA
Mentoring	Additional efforts received	1 2 3 4 5 NA
Executive support	Evident 'buy-in', participation	1 2 3 4 5 NA

Direct Supervisor Performance Traits

TRAIT	DESCRIPTION	RATING
Accessible/receptive	Available & openly willing to help	1 2 3 4 5 NA
Support/Helpful	Effective in supervision/ direction	1 2 3 4 5 NA
Communicative	Proactive in follow up & guidance	1 2 3 4 5 NA
Prepared/organized	Project work was carefully planned	1 2 3 4 5 NA
Delegated clearly	Expectations were made clear	1 2 3 4 5 NA
Creative	Demonstrated unconventional thinking	1 2 3 4 5 NA
Motivating	Inspired me to do my best/ more	1 2 3 4 5 NA
Caring/ appreciative	Genuinely interested, complimentary	1 2 3 4 5 NA
Respectful	Treated me professionally	1 2 3 4 5 NA
Relationship	Overall rating of supervisor	1 2 3 4 5 NA

Program Evaluation by Intern

RATING SCALE

- | | |
|--------------------|--|
| 5) Excellent | Strongly exceeded expectations |
| 4) Very good | Somewhat exceeded expectations |
| 3) Good | Met expectations |
| 2) Fair | Fell short of expectations |
| 1) Poor | Fell way short of expectations |
| NA) Not applicable | Not applicable to this internship experience |

Skill/Career Development

SKILL	DESCRIPTION	RATING
Project management	Organization, time, prioritization	1 2 3 4 5 NA
Research	Finding & retrieving information	1 2 3 4 5 NA
Telephone	Courteous, comfortable, effective	1 2 3 4 5 NA
Written communication	Clear, clean, effective	1 2 3 4 5 NA
Interpersonal	Comfort/ability to establish rapport	1 2 3 4 5 NA
Presentation	Group settings, meetings	1 2 3 4 5 NA
Decision-making	Analytical thinking, positive result	1 2 3 4 5 NA
Problem-solving	Conflict resolution, recovery	1 2 3 4 5 NA
Leadership	Confidence, self direction	1 2 3 4 5 NA
Technical/computer	Skills relevant to career field	1 2 3 4 5 NA
Internet/email	Improve usage, style, approach	1 2 3 4 5 NA
General business	Experience, understanding	1 2 3 4 5 NA
Job/Industry specific	Insight relevant to career field	1 2 3 4 5 NA
Office/organizational	Processes, functionality	1 2 3 4 5 NA
OTHER	TBD	1 2 3 4 5 NA

RATING SCALE

- 5) All of the time 4) Most of the time 3) Some 2) Very little 1) Not Any

Rate each according to how you generally felt throughout your internship experience.

Program Experience

POSITIVE	RATING	NEGATIVE	RATING
Respected	1 2 3 4 5	Bored	1 2 3 4 5
Guided	1 2 3 4 5	Confused	1 2 3 4 5
Well Managed	1 2 3 4 5	Used	1 2 3 4 5
Accepted	1 2 3 4 5	Ignored	1 2 3 4 5
Motivated	1 2 3 4 5	Overwhelmed	1 2 3 4 5
Rewarded	1 2 3 4 5	Unappreciated	1 2 3 4 5
Challenged	1 2 3 4 5	Frustrated	1 2 3 4 5
Included	1 2 3 4 5	Uncomfortable	1 2 3 4 5
Valued	1 2 3 4 5	Misled	1 2 3 4 5
Creative	1 2 3 4 5	Unsupported	1 2 3 4 5
Busy	1 2 3 4 5	Criticized	1 2 3 4 5

Program Evaluation by Intern

Open Feedback

- 1) Expectations** Was the internship experience what you expected? How so?
- 2) Strengths** Please describe what you liked most about your internship experience
- 3) Weaknesses** Please describe any areas the program/ supervisor can improve
- 4) Satisfaction** Please describe your overall level of satisfaction

- 5) Would you work for this supervisor again? Yes No Uncertain
- 6) Would you work for this organization again? Yes No Uncertain
- 7) Would you recommend this organization to others? Yes No Uncertain
- 8) Did you have fun during your internship? Yes No Uncertain

Evaluator's Signature

Student's Signature

Title

Sample Letter of Recommendation

(Date)

(Name)

(Title)

(Company)

(Address)

To whom it may concern:

I am pleased to write this letter of recommendation for (Insert intern's name). I have had the opportunity to work with and supervise many interns in my career. (Intern) truly stands out as an individual more than worthy of endorsement.

During (intern)'s (length of time) of interning at (company name), (he/she) worked closely with me and I came to depend on (him/her). (Intern) came to (company) with a high level of initiative, creativity, and performance. (Intern) is very goal orientated as well as a team player and is always devoted to (his/her) in account work.

(Intern) demonstrated from early on in the internship that (he/she) was concerned with both quality and efficiency. (His/her) ability to take direction allowed me to assign such tasks as business writing and business research (other/substitute work types). (His/her) desire to learn encouraged me to involve (him/her) in account work.

In closing, I highly recommend (intern) for a position with any company that is able to realize (his/her) potential and give (him/her) the opportunity to grow. I feel confident (he/she) would be an asset to your organization.

Sincerely,

(Your name)

(Your title)

MODULE 7

Skill Development

Structuring a Training Program

An effective internship program balances productive work assignments with opportunities for training and development. The more aggressively an organization trains interns, the faster the interns can become greater assets. The internship program toolkit includes a number of resources to help organizations train interns to develop professional skills that create a foundation for career success.

This guide is designed to help organizations structure an ongoing, repeatable training program that will be useful not only for interns, but also perhaps for current employees of the company. Training could be covered in segments or structured a topic at a time, adding a new skill building opportunity each successive week. The three progressive segments below are based on the marketing industry; however, other fields can take the same approach. Organizations can yield big dividends by simply investing as little as 20-30 minutes per week in conjunction with the intern toolkit and other training resources.

CORE BUSINESS SKILLS

- Organization/ Time Management Skills
- Research Skills & Strategies
- Telephone Skills
- Business Writing Skills
- Listening Skills/Office Etiquette
- Presentation Skills

INDUSTRY SPECIFIC SKILLS/ TOPICS (PR and Marketing examples)

- Marketing strategies
- News Management
- Branding
- Direct Marketing Practices
- Online Marketing

TIP: Consider having organizational leaders prepare 'lesson plans' and participate in training sessions by presenting as guest speakers and/or responding to Q&A.

INDUSTRY SPECIFIC TRENDS (PR and Marketing examples)

- Relationship & Affinity Marketing (word-of-mouth)
- Guerilla/Viral Marketing Tactics
- Experiential Marketing & Branding
- Trigger marketing
- The Tipping Point (book by Malcolm Gladwell)

TIP: Consider assigning such topics to the intern(s) as a research project and having them prepare presentations to give the rest of the group. Another idea is to choose a relevant business book and have an intern prepare a 'book report' to help everyone else stay current.

Managing Time Efficiently

Time is arguably our greatest resource. Wasting it has a 'domino effect' that often rolls through all aspects of work and life. Managing time, like any skill, takes practice. Here are some suggestions to make the most of your time.

- 1) **PLAN & PRIORITIZE:** Decide on what methods are most manageable to plan and track tasks and priorities. What must be done by when, and what can wait another day? Choose your most important tasks each day, and do them first.
- 2) **KEEP IT REAL:** Set achievable deadlines. If possible, give yourself a cushion to offset potential unforeseen delays. If less occurs, then use the opportunity to under-promise and over-deliver.
- 3) **USE TOOLS:** Technology has quickly become one of our greatest time-savers (as well as wasters at times). Integrate tools & resources however possible to support your efforts. Calendar and scheduling systems will help organize and reduce coordination. A host of resources via the internet can help too.
- 4) **SET LIMITS:** Decide in advance how much time you will commit to a task or event. A common example is managing meeting time by sticking to the agenda and concluding when expected. Respect others. Be on time. Do not waste theirs.
- 5) **FINISH WHAT YOU START:** Doing tasks in piecemeal is a surefire way to diminish a sense of accomplishment. It will likely take extra time to reacquaint yourself with a task that you revisit after days away instead of simply completing it in the first place.
- 6) **MANAGE INTERRUPTIONS:** Do not be a slave to your phone, voicemail, email, and people who disrupt your day. Find ways to keep interruptions at bay and minimize those that do occur.
- 7) **MAKE IT COUNT:** Determine whether your efforts are part of an unnecessary process or whether they directly contribute to the targeted outcomes.
- 8) **TAKE STRAIGHT PATHS:** Think through tasks before diving straight in. Can anything be done in one step instead of two? Is there a better resource you can seek out to achieve a task? Do it right the first time.
- 9) **IDENTIFY WASTE:** Take inventory of the things you do. Among these things, find your personal 'time wasters' and determine how you can avoid them.
- 10) **PLAY TO YOUR STRENGTHS:** Pinpoint your hours of peak performance and schedule your work accordingly. Conversely, schedule your routine, low-level tasks for times of the day when you have less energy and/or find it harder to concentrate.

The PCs of Telephone Skills

THE P'S	THE C'S
<p>Prepared</p> <ul style="list-style-type: none"> • Know exactly what you want to achieve • Know exactly what you want to say • Know whom you're calling • Practice first • Plan your voicemail • If you must leave a message, leave your name & phone number SLOWLY at the beginning & end of the message • Have a notepad and pen ready <p>Prompt</p> <ul style="list-style-type: none"> • Respect others' time by being on time <p>Personable</p> <ul style="list-style-type: none"> • Let your personality come through • Be spontaneous, not mechanical • Be warm, understanding, & likeable Smile as you speak to brighten your tone <p>Purposeful</p> <ul style="list-style-type: none"> • Be clear about the purpose of your call • Believe in why you're calling, & that there is a potential benefit for your contact <p>Polite</p> <ul style="list-style-type: none"> • Always state your name & that of your company • Be respectful & kind, it goes a long way • Deflect rudeness, don't absorb it • Focus on conflict resolution if any arises <p>Patient</p> <ul style="list-style-type: none"> • Don't interrupt, wait for natural pauses <p>Professional</p> <ul style="list-style-type: none"> • Answer accordingly • Make sure your voice message is... • Never misrepresent yourself <p>Persistent</p> <ul style="list-style-type: none"> • Your calls have purpose, keep going until completed 	<p>Considerate</p> <ul style="list-style-type: none"> • Ask if the timing is convenient • Do not do ANYTHING to distract • Do not leave someone on hold • Transfer people with courtesy • Return calls within 24-48 hours <p>Confident</p> <ul style="list-style-type: none"> • Channel nervous energy positively • Be relaxed, not hyper or timid <p>Communicative</p> <ul style="list-style-type: none"> • Write down the caller's name & use it during the conversation • Express appreciation appropriately • Show interest; paraphrase what's said <p>Clarity</p> <ul style="list-style-type: none"> • Enunciate or pronounce your words very clearly; speak at a relaxed pace <p>Comfortable</p> <ul style="list-style-type: none"> • Believe that you'll know what to say when the time comes; don't think about it when you should be listening <p>Comprehensive</p> <ul style="list-style-type: none"> • Make the best use of time Cover everything you set out to do • Take notes, check spelling (names) • Repeat numbers for accuracy Agree on next steps at the end • Leave brief, informative voicemails

Proper Business Etiquette

Getting in the habit of maintaining a professional demeanor is a wise endeavor. Let's face it, even those among the most experienced professionals can 'cross the line' now and again. The basic question of 'how to act' may not be as obvious to students. Internships often present the first opportunity for students to experience working in a professional environment. Office protocols can be in constant shift and vary greatly by organizational culture. As much as etiquette is common sense, the following reminders below are here for easy reference.

<i>DO...</i>	<i>DON'T...</i>
Be polite	Be rude to coworkers
Be friendly	Be condescending to your boss or coworkers
Be helpful	Be a chronic complainer
Be respectful	Interrupt others
Be on time	Bad mouth the company/management
Be sociable	Lock yourself up in your office
Use company time appropriately	Use company time inappropriately
Put the company first	Bring your personal life to work
Dress professionally	Wear provocative clothing
Show appreciation	Have an office romance
Control your emotions	Use drugs or alcohol at work
Have a sense of humor	Gossip
Take responsibility for your mistakes	Say it's not your job

Additional Resources

Florida A&M University
100 Student Union Plz Bldg 1676
Tallahassee, FL 32307
www.careercenter.famu.edu
850-599-3700

Florida State University Career Center
Dunlap Success Center
100 S. Woodward Ave.
Tallahassee, FL 32306
www.career.fsu.edu
850-644-6431

Tallahassee Community College
Student Union, 2nd floor
444 Appleyard Drive
Tallahassee, FL 32304
www.tcc.fl.edu/
850-201-9970

Michael True
Director, Internship Center
Messiah College
Grantham, PA 17027
mtrue@messiah.edu
www.messiah.edu/internship

Matthew Zinman, ZU President
Newtown, PA
Creator of the The Internship Institute (TII) is a non-profit organization (501c3 public charity) that bridges the gaps between classroom learning and workplace ability.
Z University.org
www.zuniversity.org
www.internshipinstitute.org/internshipinstitute