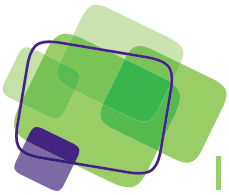
INTERN TODAY. EMPLOYEE TOMORROW.

The Indiana Employer's Guide to Internships



INDIANA
INTERN.net

INTERNSHIPS ARE GAME CHANGING

For the automotive plant, where an intern saved the company $66,000 through a self-developed efficiency strategy.

For the accounting intern, who worked his way up to senior accountant in two short years.

And for the communications company, where interns created a speech recognition application that attracted world-wide attention for a number of medical innovations.

These real stories of internship success right here in Indiana go on and on. Our goal at Indiana INTERNnet is to help your company or organization experience equally impactful outcomes.

Indiana INTERNnet (IIN), a 501(c)3 organization managed by the Indiana Chamber of Commerce, is the catalyst for expanding the creation and use of experiential learning opportunities as a key strategy in retaining Indiana's top talent. Employers, students and education institutions look to IIN as the premier source for information and services to support internship connections in Indiana.

IIN's online resource, **IndianaINTERN.net**, provides valuable information and tools to assist Indiana employers with their internship programs. Its free, searchable database links employers with thousands of individuals seeking internships. As a complement to our user-friendly web site, this employer's guide provides an outline for creating and sustaining a successful internship program. With tutorials, guidelines and resources, *Intern Today. Employee Tomorrow.* is your resource for delivering a meaningful internship experience and creating a pipeline of fresh talent.

Our goal is to connect with you not only through this printed resource and web site, but also through social media, individual assistance and regional initiatives. Our efforts to reach out to students, employers and higher education institutions statewide have been met with real progress, increasing the number of experiential learning opportunities annually. We invite you to partner with us in the movement to expand the creation and use of these learning opportunities as a key strategy in retaining Indiana's top talent.

We hope you find this guide helpful as you brainstorm, craft and reflect on your internship program. Please contact us if we can be of help at **(317) 264-6852** or **INTERNnet@indianachamber.com**.

Sincerely,

The Indiana INTERNnet Team

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INTRODUCTION TO INTERNSHIPS

DEFINING INTERNSHIPS AND EXPERIENTIAL LEARNING

What is an internship?

An internship is a form of structured and supervised experiential learning that provides students practical experience in their chosen fields. Internships encompass learning objectives, observation, reflection, evaluation and assessment.

As this guide will demonstrate, internships offer students career exploration and skills application while providing employers creativity, enthusiasm and assistance with project work. It's a winning scenario for students, employers, colleges/universities and the state of Indiana.

What are the different types of internships?

- **Traditional:** Typically coincide with an academic semester: early September to early December for fall; early December to late January for winter; late January to late April for spring; and mid-May to early August for summer. The timeframe is approximately 12-16 weeks (part time or full time).
- **Project-based:** Short- or long-term (duration based on project scope and completion).
- **Virtual:** Intern works remotely with periodic checkpoints, eliminating geographic barriers (ideal for organizations that may not have the office space or personnel needed for supervision).

Within these categories, internships may be for academic credit or not. Requirements vary by school and department. Interns should discuss required criteria during the interview process. Criteria typically considered include number of hours, inclusion of meaningful project work and evaluation methodology. In addition, internships may be either paid or unpaid. See *Guidelines for Compensation* (page 6) as well as the U.S. Department of Labor laws regarding payment.

"Virtual internships must be considered a viable option for companies. If done properly, it takes no more preparation on the company side to prepare for a virtual internship verses the traditional in-house internship. All pieces are the same with human resources, managers, mentors and oversight. The goal is to help the student be successful, take a leadership role, learn from rookie mistakes and add value to the company. By the time the student completes their degree they will have the golden job experience valued by companies. With today's technology, companies and students can create one powerful future workforce."

Susan Nierste, Vice President of Business Affairs
Ativio, LLC

What is experiential learning?

Internships that provide experiential learning opportunities will likely display the following:

- The intern is exposed to a variety of departments, operations, people and business settings within the organization.
- The internship supervisor provides the intern with a list of competencies or professional skills the intern should learn during the course of employment and assigns tasks that help the intern gain those competencies.
- Assigned work is at a difficulty level equal to or slightly higher than the intern's skill and knowledge level.
- Assigned work requires the intern to research answers to questions and apply skills and problem solving abilities.
- Short-term assignments the intern completes contribute to the organization's long-term results. The intern is provided context with assignments to understand how the project fits into long-term plans.
- The intern has the opportunity to work with a team of employees on one or more projects.

Experiential learning provides students experience within their fields of study or interest. Types vary in purpose, structure and academic relevance:

Experiential Learning	Objective	Duration	Compensation
Internship	Exploration, skill development, career experience, networking	Typically 12-16 weeks to a year	Yes or No*
Externship	Career observation	Typically a day to a week	No
Volunteering/ Service Learning	Reflective thinking, service, citizenship	No specified timeline	No
Cooperative Education (co-op)	Occupational preparation	Multi-semester	Yes
Apprenticeship	Skill development for a particular vocation	Typically at least one year	Yes or No

**Consult Department of Labor laws to ensure your company meets criteria*

BEGINNING AN INTERNSHIP PROGRAM

Internships are mutually beneficial to employers, students and schools. Aligning and engaging industry, education and the emerging workforce in work-and-learn models is a key strategy to Indiana's economic development. As schools and employers collaborate to educate and increase talent retention, students contribute their talents to the workforce and the state at large.

Internships provide great return on investment for employers, students and schools alike. From increasing your organization's productivity to providing real-world context for an intern's academic work, the return on investment is significant.

When it comes to experiential learning, everyone wins.

Employer Benefits:

- Complete project work that may be on the back burner
- Increase productivity
- Reduce recruiting costs
- Bring fresh, innovative perspectives to your organization

Hosting An Intern Can Allow You To:

- Provide a student with a rich learning experience
- Influence school curriculum
- Encourage students to stay in their community
- Gain short-term talent
- Increase diversity within your organization
- Offer management experience to employees working as intern supervisors
- Remain competitive within your industry
- Market your company via word of mouth
- Begin training potential full-time employees
- Inject enthusiasm into your organization

Student Benefits:

- Application of academic coursework to the professional world
- Exploration and verification of career interests
- Ability to build resumé/portfolio
- Fulfillment of degree requirements
- Observation of different organizational departments
- Discovery of talents
- Possible college credit
- Discovery of ideal job aspects
- Development of responsibility and transferable skills
- Experience living in a new area
- Growth of professional network
- Opportunity for possible full-time employment at internship site

School Benefits:

- Collaborative work environment between school and community
- Increased student retention through illustration of practical coursework application
- Enhanced school curriculum through career relevance assessment
- Stronger public relations through internship success

DEVELOPING YOUR INTERNSHIP PROGRAM

DETERMINING YOUR ORGANIZATION'S NEEDS

An internship program is a planned, formal method of integrating a student's academic studies with work experience. Developing an internship program will provide your organization with a greater return on investment and your intern with a richer learning experience.

A meaningful internship program is a commitment between an organization looking to meet its needs and a student working to gain real-world experience. All internships should include: an application, recruiting, screening and interview process; a structured orientation; an assigned supervisor and mentor and evaluation and assessment. *(See Appendix A)*

When evaluating your organization's need for an internship program, consider the following questions:

- Do you have projects that continue to be placed on the back burner month after month?
- Do you need more time to complete important projects?
- Are you lacking fresh ideas and creativity?
- Could you benefit from more marketing?
- Would you like more diversity in your organization?
- Do your employees need more management experience?

To determine if an internship program is practical for your organization, consider the following questions:

- What will be the duration of the internship?
- What is the best time of year to host an intern?
- How many interns will you host?
- Do you have the appropriate staff to support an intern?
- Is there enough meaningful project work to assign?
- Will you potentially transition an intern into a full-time employee?
- Do you have the physical and financial resources to support an intern?
- How will you recruit an intern?

PLANNING YOUR TIMEFRAME

Most internships coincide with an academic semester or take place over the summer. It is recommended that internships are posted far enough in advance to gather qualified applicants, but also with consideration to a typical academic year.

Summer Internships

- Most students can commit up to 40 hours per week
- Traditionally mid- to late May through early to mid-August
- Recommended to post summer internships four to six months before the start date
- Highly competitive programs recruit positions the fall prior
- Students often apply in February or March

Fall Internships

- Most interns can commit 15 to 30 hours per week
- Traditionally late August through early December
- Recommended to post internships during the spring semester
- Many make selection in late spring or early summer

Winter Internships

- Generally lower pool of applicants due to school breaks and holidays
- Most students can commit up to 40 hours per week
- Traditionally early to mid-December through mid- to late January
- Recommended to post internships at the beginning of fall semester

Spring Internships

- Most interns can commit 15 to 30 hours per week
- Traditionally late January through late April
- Recommended to post internships by early October

As a general rule of thumb, employers should begin recruiting for an internship four to six months in advance of its start date to allow for a large candidate pool. Ideally, employers should select all interns at least one month before an internship start date, allowing time for interns to receive and review any pre-internship materials.

	Pros	Cons
Fall	Less competition from other organizations	Fewer full-time candidates
Winter	Great for short-term projects; additional help during holiday season	Brief time period; indiscernable time-frame; smaller candidate pool
Spring	Organizations typically have more available work	Fewer full-time candidates
Summer	Great for long projects; discernable timeframe; large candidate pool; smooth transition to hire a graduating student full time	Requires most planning; competition with other organizations

GUIDELINES FOR COMPENSATION

Employers are encouraged to pay interns. Many students replace part-time work with an internship to gain experience, but continue to pay tuition and housing. While there is no set hourly pay wage for interns, employers are encouraged to review their budget and intern responsibilities to determine an appropriate wage. Paid internships also indicate that the employer is investing in the intern, creating a form of prestige that is desirable to other students.

Many non-profit organizations create effective unpaid internship programs. To gather a pool of qualified applicants, employers offering non-paid internships should provide a detailed position description to help students weigh internship experience against the need or desire to make an hourly wage.

Both paid and unpaid internship programs must abide by U.S. Department of Labor laws and guidelines. Department of Labor Fact Sheet #71 establishes the six criteria for unpaid internships. For Fact Sheet #71 and other HR resources and guidelines, see *Human Resources* (page 21).

Organizations that qualify for non-paid internships may want to compensate their students in other ways such as:

- Free or reduced housing, parking and meals
- Mileage reimbursements when traveling
- Inviting interns to networking opportunities to help develop their professional network and secure future internships and/or job leads
- Collaborating with the college/university for academic credit
- Working with the student to establish a flexible schedule that allows him/her to work a part-time job while interning with the organization

"My interns brought exceptional energy and enthusiasm, and the latest techniques being taught in the classroom. I allowed them to use their creativity which added greatly to our mutual progress.

"I was able to develop an application that would not have been completed without the efforts of my two interns. I was also able to be more aggressive in application development, and the company grew through their efforts, energy and innovation.

"The best advice I can give is to start an intern program if you do not have one. They (interns) are valuable resources and hard workers, and they provide valuable experiences to an employer starting new and innovative projects. My experience was exceptional because my interns were exceptional. I know my experience is not isolated because I saw the work of the other interns in the program. I cannot recommend the program highly enough."

***Michael Stokes**, President and CEO*
Waveform Communications, LLC

IDENTIFYING MEANINGFUL PROJECT WORK

Identifying the intern's responsibilities is the first step in developing your internship program. The "Responsibilities" section of your job description is a great starting point when identifying meaningful project work.

Given this information, applicants will have a clearer understanding of the internship and the field it will allow them to explore. In turn, employers are more likely to connect with students ready and able to complete project work.

While tasks such as filing, answering a telephone and assembling mailings are routine with any job, these should not be the intern's primary responsibilities. Keep in mind that the student is participating in an internship to gain experience in his or her field. However, these secondary tasks need not be excluded – it is important to provide an intern with genuine work experience.

Compiling a list of your organization's needs will help develop the intern's responsibilities and project work, as well as determine the number of interns needed and the amount of work to be completed. *(See Appendix B)*

Following are a few examples of primary and related secondary internship responsibilities:

Primary Internship Responsibilities	Secondary Internship Responsibilities
Preparing budgets and financial reports	Filing financial reports
Developing audiovisual presentations	Scheduling presentation locations and dates
Performing laboratory tests	Preparing/cleaning lab area
Creating promotional materials for an event	Conducting follow-up phone calls to confirm RSVPs
Creating a blog for an organization	Monitoring and responding to blog entry comments

MENTORS AND SUPERVISORS

Identifying An Intern Supervisor

Identify a supervisor for your intern(s) who will familiarize them with your organization, provide assignments and serve as the go-to person for questions. It is recommended that the supervisor be connected with the type of work the intern will perform to provide appropriate guidance.

If project work assignments and their priority are addressed at the internship onset, and appropriate training completed, the intern supervisor's role will become less hands-on for the remainder of the internship. Intern supervisors should check in with the student's progress regularly and be available to provide assistance as needed. However, it is important to allow the intern to feel ownership in project work and be allowed to incorporate his/her own style and creativity. By doing so, the intern supervisor takes on more of a coaching role, providing guidance, assistance and training as needed. Work styles differ among supervisors and interns, so it is important to find a good balance to maximize productivity.

As a general guide, an intern supervisor's responsibilities will include:

- Taking part in the application, screening and interview process
- Conducting an intern's orientation
- Developing the intern's work plan
- Meeting periodically with the intern to evaluate performance and if needs/goals are being met
- Having a flexible schedule of availability
- Providing feedback and constructive criticism
- Encouraging the intern to ask questions
- Assigning challenging tasks to the intern

Identifying An Intern Mentor

While the intern supervisor works with the intern on assigned projects, the intern mentor assists with "learning the ropes" of the organization and the industry at large.

An intern mentor is less of a project work advisor and more of a professional and personal coach. A mentor and intern should meet regularly to discuss the intern's thoughts and questions about the organization, current and upcoming work, goals and likes and how career plans may have altered. A mentor also will serve as a go-to person when an intern's supervisor is unavailable. The mentorship experience is mutually beneficial for mentors and interns.

Mentor Benefits	Intern Benefits
Greater understanding of organization's vision, mission, goals, culture, programs and policies	Greater understanding of organization's vision, mission, goals, culture, programs and policies
Increased confidence	Increased confidence
Enhanced interpersonal skills	Enhanced interpersonal skills
Increased morale through professional and personal satisfaction of providing help	Comfort in knowing there is a go-to person when intern supervisor is unavailable
Increased management skills	Aid in identifying career interests and goals
Potential new skills and knowledge learned from intern	Growth of professional network/networking skills

	Supervisor	Mentor
Main Responsibilities	Conduct intern orientation, assign projects/tasks, answer task-related questions, evalutate intern	Answer industry/organizational questions, provide career coaching and personal growth counsel
Main Characteristics	Leadership, time management skills, desire to manage staff	Leadership, interpersonal skills, organizational/career knowledge
Time Dedication	Daily or weekly in-person meetings/ electronic communication	Weekly or bimonthly in-person meetings/electronic communication
Number of Interns	Anywhere from one to all involved in internship program	One or two

CREATING AN INTERNSHIP DESCRIPTION

Following are key components of an effective internship position description:

Organization Overview

Provide the applicant with a brief overview of your organization, along with links to your company web site, blog, social media accounts, etc. Remember, internship postings are a form of advertising; students are searching for the right fit.

Internship Title

Be specific: "Social Media Marketing Intern," "Accounting Intern," etc. A detailed title will help the student determine if he or she wants to explore your opportunity further.

Minimum GPA

Based upon a 4.0 scale, determine the minimum GPA you will accept from applicants. Consider indicating a slightly lower GPA than may be ideal to increase the number of potential candidates. (e.g., a student with a 2.9 GPA who has an ideal background for your opportunity may not apply if you ask for students with a 3.0 GPA or better).

Degree Track

Are you looking for a student currently working toward his/her associate's, bachelor's or master's degree? What area of study would best complement your line of work?

Timeframe

When would you like the internship to begin and end? Typical internship timeframes follow the same schedule as academic semesters; see *Planning Your Timeframe* (page 5) for more information.

"Our interns are expected and encouraged to jump in feet first with their projects. This allows for them to have a well-rounded experience, but they also become an asset to the organization. Several of our interns have grown enough in their short time with us to be made solely responsible for organizing events and publishing their work. This can be an enormous help to the organization because the intern truly becomes an extension of the team and/or department.

"There's always a lot of ups and downs in an internship. The organization/supervisor must always remember that this is a learning experience for a student. You should push your intern so they grow as a professional, but remember to show them the fun side of your job or profession."

***Emily Elliott**, Marketing and Public Relations Director*
Boy Scouts of America Crossroads of America Council

Weekly Internship Hours

Will your internship be part time or full time? How many hours would you like your intern to work per week? While many students set aside their summer for a full-time internship, students can typically spend 15 to 30 hours per week in an internship during fall and spring semesters. Additionally, depending on the student's academic program, he or she may have a minimum number of internship hours that must be completed for academic credit. It is recommended that you state preferred internship hours in your position description (indicating any flexibility), but ask applicants about their availability during the interview process.

Required And Preferred Skills

Students performing internships learn in a hands-on environment. While much will be taught during the internship, some skills are required prior to hiring the student. Should the student be familiar with PowerPoint, excel at public speaking or exhibit creativity? Indicate which skills are required before the internship and which will be learned on the job.

Responsibilities

This should be the most detailed portion of your position description. The intern's responsibilities are the projects the student will perform and be expected to complete during the internship. You should list these from most to least important. While administrative duties may be included in this section, it is important to identify project work that is both helpful to you as an employer and educational for the intern, allowing for a meaningful, hands-on experience during the internship. This will be a preliminary list of responsibilities, as they may be modified depending on the skills and interests of the student you hire.

Other Details

Is this a paid position? Is travel involved? Is a personal vehicle required? When is the application deadline? When do you plan to conduct interviews? Will you work with the student for academic credit? Should the student submit a writing sample or portfolio? Specific details (such as pay rate) can be discussed and negotiated during the interview and internship offer, but providing information up front allows the applicant to learn as much as possible about the opportunity prior to applying.

(See Appendix C)

MARKETING YOUR INTERNSHIP

Many Indiana high schools, colleges and universities offer opportunities for intern recruiting on campus. Employers may participate in career/internship fairs, conduct presentations, perform on-campus interviewing and/or get involved with various career services-sponsored events. Target two or three schools in close proximity with academic programs that match your ideal intern criteria. Building relationships with high schools, colleges and universities will not only increase exposure of your organization and its opportunities, but may also create a positive reputation for your internship program.

Career/Internship Fairs

Career/internship fairs and on-campus interviews have consistently ranked as the most effective recruiting method. At these events, employers can market their organizations and opportunities to students, collect resumés and applications from interested students and prescreen potential candidates.

Most career/internship fairs require that organizations purchase booth space to advertise available positions and distribute marketing materials. Many offer free or discounted rates to non-profit organizations. Moreover, most colleges and universities allow employers to conduct interviews on campus to follow up with their top applicants from the event.

The following are some tips on how to sell your organization to interns at career/internship fairs:

- Attend career/internship fairs directly applicable to your organization's industry.
- Distribute a brief overview of your organization with duties, responsibilities and qualifications for interns.
- Showcase the work previous interns created.
- Inform college career services offices beforehand that you plan on recruiting interns so it can be included on any literature distributed prior to the event.
- Offer promotional giveaways that bear your company's name and logo.
- Dedicate a section of your company web site to internship opportunities (provide detailed descriptions) where you can direct students.
- Outfit your booth/table in a way that accentuates your organization's brand or identity.
- Display a sign at your booth/table indicating you are looking for interns.

"Our intern program provides several things to the organization. It provides a means of recruitment for future open positions in our technical support group. It provides a constant influx of new and original ideas and perspectives to infuse a culture of creativity and diversity. It provides positive energy as the interns learn and, as a result, makes our full-time colleagues experts at teaching, which is essential in a technical support capacity. Our customer service scores have moved from the low 80s to over 92% since the inception of this program.

"It won't come without effort, but intern programs provide a means of recruitment and, more importantly, a means of making your current employees experts at training and educating others. The program, if leveraged properly, builds a culture of sharing and educating that makes the entire team better. Once you start, if you built it right, you'll not be able to contemplate going back to how things were."

***Andrew Grimm**, IT Director*
IU Health La Porte Hospital

Employer Presentations

Presenting on campus is a convenient way for students to learn about your organization and its openings, as well as affording you the chance to market your company to a large audience. Recruiters can meet interested students and answer potential applicants' questions. Additionally, on-campus presentations can boost interest in your organization before career/internship fairs.

To conduct a campus presentation, employers should contact career services offices directly.

On-Campus Interviewing

Career services offices afford employers a convenient, comfortable setting for conducting on-campus interviews. Employers can schedule multiple interviews with candidates on the same day while on a college or university campus.

You may set up an interview day, allowing students to register in advance. Another strategy is to communicate applicant qualifications with a school's career services staff and request to receive resumés prior to a campus visit. You can also post internship opportunities on a school's job board. Once you narrow your pool to those with proper qualifications, the career services office can schedule interview slots.

To set up an on-campus interviewing date, employers should contact career services offices directly.

Social Media

Social media accounts are another tool to spread information about your organization while reaching a broad spectrum of people. Not only is social media another platform to reach your company's audience, but social media also works to legitimize your organization in the eyes of a potential employee. In addition, employers can use social media to research job candidates. Social media can be a free way to screen potential hires and network with top talent.

"Students who intern with the Indiana House Republican caucus are extremely valuable to both staff and legislators. They provide support to our teams by doing the 'behind the scenes' work, which ensures that the legislative session runs smoothly each year. There is simply so much work during the legislative session that we simply could not function without our interns.

"Our interns bring a fresh, lively perspective to the legislature. We really enjoy having their new ideas and enthusiasm around. There is plenty of work to be done during the legislative session but we want to ensure that it's worthwhile work.

"Provide mentoring opportunities. Interns appreciate when they feel like they have someone they can go to for questions, advice and just to learn. Pairing a member of your team with an intern gives the student opportunities to network and grow and the employee the opportunity to be a leader."

***Ali Norman**, Social Media and Communications Intern Director*
Indiana House of Representatives, Republican Caucus

EVALUATING CANDIDATES

Criteria to consider when evaluating a candidate's resumé and cover letter:

Level Of Education

If you intend to transition interns into full-time employees, look for students in their last year of classes.

GPA

As mentioned in *Creating An Internship Description* (page 9), GPA is not the sole indicator of a student's learning ability. Candidates with a lower GPA could be ideal interns, so consider candidates with a wide range of GPAs.

Major/Minor, Coursework And Technical Skills

Look for relevancy to internship.

Work Experience

Because students may not have had the opportunity to work in their chosen field, it is recommended that you look at these experiences with an eye for transferable skills, dedication, work ethic, maturity and time management. Long-term school projects, volunteer work and extracurricular activities provide insight into a candidate's skills where they lack previous job or internship experience. Do not discount an enthusiastic candidate because of a lack of traditional professional experience.

Volunteer Experience And Extracurricular Activities

These experiences help develop soft skills such as project management, leadership and teamwork, and may help you get a feel for your candidate prior to an interview.

Cover Letter Content

Cover letters allow applicants to elaborate on their experiences and skills that match those you are seeking in your internship description. Cover letters should include how the candidate found out about your opportunity, why he or she is interested and why the student is a good fit for the position and organization.

Criteria To Consider When Interviewing A Candidate

When interviewing a candidate, it is important to investigate the skills necessary for the position. Asking the candidate behavioral-based questions that require the individual to describe an experience with a particular skill will help to determine if he or she truly has the experience you require.

Following are some sample questions:

- Describe your most outstanding leadership experience.
- What would you consider your strengths/weaknesses?
- How do you typically manage your time to best accomplish necessary tasks?
- Tell me about a goal you set and the steps you have taken toward achieving it.
- Describe a time during which you were suffering from a lack of motivation. How did you get through it?
- Provide an example of a time that you were a member of a team. What role did you play? What challenges did you encounter and how did you handle them?
- What previous experiences do you feel have best prepared you for this internship?
- What specific skills can you bring to this position that others cannot?

During the interview, discuss any academic requirements for course credit (minimum total hours, hours per week, site visits, paperwork, etc.). Make sure the availability of your candidate matches the position requirements. This is also an appropriate time to discuss pay and to answer any questions the student may have about the internship. Candidates who prepare questions are likely those most interested in your opportunities.

References

Personal, professional and academic references can provide great insight into a candidate's personality and work ethic. If candidates for your position do not provide a list of references with their resumé and cover letter, you may ask them for one. When contacting these references, stress the skills and attitude needed for your position, and ask them to assess how they think the candidate would fare in that environment.

MAKING AN OFFER

When you feel you have found the candidate with the appropriate experience, professionalism and maturity, and who is a mutually beneficial fit for the organization, make an offer. Just like a permanent full-time job search, students may be applying and interviewing for internships with multiple organizations. Thus, it is best to make an offer as soon as a decision has been made. At this time, a work schedule should be set, compensation agreed upon and appropriate paperwork completed for human resources needs and the student's internship requirements.

When making an offer, it is important to establish a firm start and end date for your intern, as there is no guarantee of full-time employment. Put this date on the intern's calendar and in his or her contract to ensure no confusion on the duration of the internship.

Upon acceptance of the offer, indicate your internship is filled in all places it is posted (e.g., college/university web sites and IndianaINTERN.net) to prevent further applications.

HOW INDIANA INTERNnet CAN HELP

Indiana INTERNnet is the catalyst for expanding the creation and use of experiential learning opportunities as a key strategy in retaining Indiana's top talent. Building partnerships with the state's industries, businesses and organizations is one of the ways we foster meaningful connections between Indiana's interns and employers. IIN's staff works closely with career development professionals at our state's high schools, colleges and universities to show students the opportunities that are right here in Indiana.

IIN's online resource, IndianaINTERN.net, provides valuable information and tools to assist Indiana employers with their internship programs. Its free, searchable database links employers with thousands of individuals seeking internships. The regional search tool allows you to look for interns near your business, while industry and keyword searches let you expand your applicant pool across the entire state. Interns can also search specifically for employers in their region.

Register for your free account, post your internships and begin connecting with potential candidates. Ultimately, it is about engaging young citizens, Indiana's future workforce. For more information on our web site and how to use it, see *Utilizing Indiana INTERN.net* (page 19).

MANAGING YOUR INTERN

An intern's mentor and supervisor are established prior to an intern's arrival, and they are responsible for guiding the intern throughout the internship process; see *Mentors and Supervisors* (page 7). Depending on the structure of your organization, there may be someone in the HR department responsible for handling onboarding. However, if that is not the case, these tasks are delegated to the mentor and supervisor.

PREPARING FOR THE INTERN

- Set up their workspace
- Ensure they have access to technology needed for their internship
- Establish an orientation schedule
- Send the intern's bio and information to relevant staff members

ONBOARDING AND ORIENTATION

Use the first week of your internship program to set the pace for your intern and integrate them as a part of your team.

The First Day

- Complete the Internship Agreement with your intern and review any questions he/she has (*See Appendix D*)
- Review your work plan with the intern *(See Appendix B)*
- Tailor the intern's responsibilities to match his/her skill set and goals
- Set performance expectations and criteria for evaluations
- Have your intern determine his/her goals and how he/she plans on completing them
- Ask your intern how he/she will know when the goals are met
- Address industry language the intern may not be familiar with
- Provide an organizational chart of other employees
- Let the intern know who he/she can go to with questions and encourage him/her to do so
- Review relevant charts, newsletters and goals to give the intern a clear picture of what your organization stands for
- Review the calendar:
    - Go over details of the master calendar during the first week
    - Ask your intern if he/she has lingering questions regarding the organization or its calendar
    - Resolve any scheduling conflicts that may arise

Onboarding Checklist	
Office Tour Items:	Work Information:
Location of restrooms, break room, mail room, supply room and special purpose rooms	Confirmation of intern's work schedule
Mail and telephone system operation	Meeting with intern mentor
Parking locations	Meetings with individuals at the organization with whom the intern will interact frequently
Suggested food locations	Pre-internship meeting
	Any necessary training
Human Resources Items:	Organization Information:
Introduction to staff	History, mission, values and objectives
Written policies and procedures	Office hierarchy illustrated through organizational chart
Protocols for dress, appropriate behavior, correspondence and work space maintenance	Brief overview of each department
Security and confidentiality policies	Specific objectives of intern's department and how he or she may contribute
Safety regulations	Specific industry jargon
HR paperwork and internship agreement	Company reading materials such as newsletters, annual reports, memos and blogs
Paperwork for academic credit (if needed)	

"Have a well-thought-out onboarding strategy so interns become contributors as soon as possible and feel connected to the organization and useful.

"We have only two staff to meet the needs of nearly 600 members. Our interns allow us to maintain an active web presence, post on social media, plan and execute fundraisers and maintain high quality programming."

***Bob Goodrum**, Executive Director*
The Social of Greenwood

WORKING IN A MULTIGENERATIONAL OFFICE

The workplace often spans multiple generations, and interns are no longer exclusively college students. The Veterans (before 1946), the Baby Boomers (1946-1964), Generation X (1965-1978) and Generation Y/Millennials (1979-1999) come to work with different expectations, assumptions, priorities and approaches to work and communication.

If these differences are ignored, they can grow into a source of misunderstanding and conflict. However, when appropriately managed, they create opportunities for collaboration among the different generations of workers, giving your organization a competitive edge. Mentorship also encourages collaboration between different generations and can help encourage interaction between co-workers of different generations.

Tips for managing multiple generations successfully:

- Accommodate different learning styles rather than stereotyping by age.
- Embrace flexibility in how an employee works best and focus on achieving the best results rather than streamlining a process that may not work for all.
- Foster collaboration and teamwork between different generations.
- Recognize the different value sets of each generation.
- Establish methods of evaluation or a recognition program to let all employees know when they are on the right track and motivate them to improve.
- Ask for intern and employee feedback and show a willingness to evaluate this feedback.
- Set clear ground rules for the level of formality in the office.
- Communicate through various mediums, including emails, instant messaging systems and phone calls.

Often interns are high school and college students. These students bring unique qualities to the table, including:

- Tech savvy
- Looking for a challenge
- Motivated by feedback and recognition for their work
- Motivated by work-life balance
- Team oriented
- Attracted to socially-conscious organizations

Considering these attributes, successfully managing this generation includes:

- Setting clear goals
- Making sure to share unwritten rules
- Ensuring challenging and meaningful assignments
- Including them in regular meetings and team activities
- Providing regular feedback
- Recognizing a job well done
- Providing time for mentoring
- Respecting their time outside of work

No one-size-fits-all solution exists for managing a multigenerational workforce. However, these insights should guide you through this ever-evolving and dynamic landscape, especially as you interact first-hand with an intern.

OFF-BOARDING

To enhance your internship program, it is important to assess your intern and program to:

- Determine if the intern benefitted from the experience *(See Appendices E and F)*
- Determine if your organization benefitted from the intern *(See Appendix G)*

Assessing your internship program will identify areas of improvement to enhance the learning experience for interns and increase the return on investment for your organization – creating a positive reputation for your program.

Creating an evaluation for the intern supervisor and intern is a cost-effective method of collecting data about your internship program. It is important to keep in mind the intern's goals and the organization's initial needs when creating such evaluations and interpreting results.

Coming To A Close

- Make sure your intern finishes projects or delegate the project to another team member
- Host a going away celebration or go to lunch to thank him/her for the work
- Offer a full-time position (if applicable)
- Discuss serving as a reference in future job searches

Evaluation

The intern supervisor is responsible for intern evaluation. Interns will expect and be grateful for clear direction and periodic work evaluation. Aside from daily or weekly check-ins, it is recommended that the supervisor conduct a mid-internship and final internship evaluation with the intern.

At the mid-internship evaluation, the student should communicate his/her internship experience, identifying areas in which he or she would like more exposure or increased responsibility. The supervisor should provide feedback on the intern's performance thus far, commend work well done and address areas needing improvement. In addition, the intern and intern supervisor should examine whether or not the intern's goals are being met.

The final internship evaluation should be more formal, providing the intern a documented evaluation to submit to the student's academic institution or for his/her portfolio.

Post-Internship Communication

It is important to maintain contact with former interns to promote your organization as well as for future hiring purposes, if applicable.

UTILIZING IndianaINTERN.net

IndianaINTERN.net is a free internship-matching program linking:

- Individuals seeking internships
- Indiana employers
- Indiana high schools, colleges and universities.

We provide high-touch and high-tech services to anyone seeking or promoting an internship, including employer assistance, an internship hotline, keyword/industry/regional searches and a dynamic employer workspace.

STARTING YOUR ACCOUNT

IndianaINTERN.net is a simple and effective tool for employers to recruit Indiana's best talent. For a step-by-step guide on how to post internship positions on IndianaINTERN.net, visit IndianaINTERN.net/video-tutorial-library.

Register for your free IndianaINTERN.net account:

1. Visit IndianaINTERN.net.
2. Click on the "New User" tab at the top, right side of the login box.
3. Fill out the "New User Registration" information.
    a. Be sure to select "Organization" under "Account Type," as the login defaults to "Student." Educators should register as organizations as well.
    b. Enter the verification code listed at the bottom of the registration.

Important tips when filling out registration:

1. All fields must be filled in.
2. When filling in your organization's URL, include the protocol ("http://"). This can be done by copying and pasting the URL from your site.
3. You will not have full access to post internships and view student profiles until an Indiana INTERNnet staff member reviews your account. This usually happens within two business days.

Posting an internship opportunity via IndianaINTERN.net:

1. Visit IndianaINTERN.net and log in.
2. From your "Organization Workspace," you may add positions, filling in the "Internship," "Description" and "Skills" tabs.
3. You will be redirected back to your workspace after saving your position and will see your internship listed. Your internship is now available for students to view and apply.

Once your internship has been posted:

- You will receive an email each time a student applies for your internship opportunity.
- Your organization workspace allows you to search for interns who match your qualifications.
- To view each applicant's resumé, simply log in to your IndianaINTERN.net account and click the student's name in the "Applicants" section below your internship posting. This will take you to the applicant's profile, where you can download his or her resumé.
- Once you have determined the students you would like to interview, contact the student via phone or email through the contact information located in their workspace.

SOCIAL MEDIA

At Indiana INTERNnet, we recognize the importance of having a strong social media presence in today's business world. We share as many internships as possible on our Facebook, Twitter and LinkedIn accounts to advertise the variety of postings on our site. By posting these positions on your social media sites as well, your internships will be seen by a wide array of candidates.

Connect With Us:

facebook.com/IndianaINTERNnet
twitter.com/IndianaINTERN
linkedin.com/company/indianainternnet
youtube.com/TheIndianaINTERNnet
pinterest.com/IndianaINTERN
IndianaINTERN.net/blog
instagram.com/IndianaINTERN

IMPACT AWARDS

If your intern went above and beyond the call of duty, help us recognize them. Indiana INTERNnet's annual IMPACT Awards honors interns, employers and career development professionals who demonstrated internship excellence. Awards are given out every February, with nominations submitted the spring, summer and fall prior. Nominees are reviewed by a panel of independent judges. Look for the online nomination form at IndianaINTERN.net/impact-awards. This is an opportunity not only to thank those who make internships valuable, but to see the many ways that Indiana is leading the way for meaningful internship programs.

HUMAN RESOURCES

COMPENSATION

Internships are becoming more crucial for a student's job market competitiveness following graduation. While many internships are paid (either by an hourly wage or stipend), some are unpaid and offer priceless experiences within a student's field.

Whether an internship lasts a few weeks or longer, there should be a set end date. Clearly communicating the timeframe of an internship reduces ambiguity and allows for a more efficient use of the intern's time and yours. It is also important to track and record your intern's hours worked.

Both paid and unpaid internship programs are subject to applicable federal and state labor regulations. It is important for the employer to be aware of these regulations to ensure compliance.

The following six criteria from the U.S. Department of Labor Fact Sheet #71 must be applied when making the determination for an unpaid internship:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment.
2. The internship experience is for the benefit of the intern.
3. The intern does not displace regular employees, but works under close supervision of existing staff.
4. The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion its operations may actually be impeded.
5. The intern is not necessarily entitled to a job at the conclusion of the internship.
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

For more information:

Indiana Department of Labor
(317) 232-2655
in.gov/dol

United States Department of Labor
(866) 4-USA-DOL
dol.gov

Employers are encouraged to pay interns. Many students replace part-time work with an internship to gain experience, but continue to pay tuition and housing. While there is no set hourly pay wage for interns, employers are encouraged to review their budget and intern responsibilities to determine an appropriate wage. High-functioning and technical internships are often competitive and pay quite well. Paid internships also indicate that the employer is investing in the intern, creating a form of prestige that is desirable to other students.

Many non-profit organizations create effective unpaid internship programs, offering credit-bearing experiences and non-credit training. To gather a pool of qualified applicants, employers offering non-paid internships should provide a detailed position description to help students weigh internship experience against a need or desire to make an hourly wage.

Organizations that qualify for non-paid internships may want to compensate their students in other ways such as:

- Free or reduced housing, parking and meals
- Mileage reimbursements when traveling
- Inviting interns to networking opportunities to help develop their professional network and secure future internship and/or job leads
- Collaborating with the college/university for academic credit
- Working with the student to establish a schedule that allows him/her to work a part-time job while interning with the organization

"Indiana INTERNnet is an essential resource for connecting Hoosier students to relevant work experience that equips them for success in their future careers. We are proud to partner with Indiana INTERNnet through the state's EARN Indiana work study program and our ongoing outreach efforts with students and families."

***Teresa Lubbers**, Commissioner*
Indiana Commission for Higher Education

INTERNATIONAL STUDENTS

Many employers are concerned about liability issues related to the employment of international students in the United States due to changes in federal laws governing non-citizens. This section addresses concerns employers might have about international students and work.

Getting permission for international students to work in the U.S. is not as difficult as many employers think. Most international students are in the U.S. on non-immigrant student visas (F-1 and J-1), and these international students are eligible to accept employment under certain conditions.

Practical Training For F-1 Students

Practical training is a legal means by which F-1 students can obtain employment in areas related to their academic field of study. Students, in general, must have completed one academic year (approximately nine months) in F-1 status and must maintain their F-1 status to be eligible for practical training. There are two types of practical training:

- Optional Practical Training
- Curricular Practical Training

Optional Practical Training (OPT) must be authorized by the U.S. Citizenship and Immigration Services (USCIS) based on a recommendation from the designated school official (DSO) at the school which issued the I-20 to the student. Form I-20 is a government document which verifies the student's admission to that institution. Students are eligible for 12 months of OPT for each degree level. Students who obtain a degree in Science, Technology, Engineering, and Mathematics (STEM) may be eligible for additional 17 months of OPT.

Pre-Completion OPT can be done prior to completion of study. Students can request to work:

- part-time, a maximum of 20 hours per week, while school is in session
- full-time during vacation when school is not in session or
- full-time/part-time after completing all course requirements for the degree

Post-Completion OPT can be authorized for full time after completion of the course of study.

STEM OPT Extension can be authorized for additional 17 months if student:

- is currently on post-completion OPT after completing a bachelor's, master's or doctoral degree in Science, Technology, Engineering, and Mathematics (STEM); and
- has a job or job offer from an employer registered in USCIS E-Verify Program.

Cap-Gap OPT can be granted if student:

- is in a period of authorized post-completion OPT; and
- is the beneficiary of a timely-filed H-1B petition requesting change of status and an employment start date of October 1 of the following fiscal year.

The Cap-Gap OPT is an automatic extension of duration of status and employment authorization to bridge the gap between the OPT and start of H-1B status. The automatic extension of OPT is terminated upon the rejection, denial, or revocation of the H-1B petition.

Employment Authorization Document (EAD): Students who have received OPT permission will be issued an EAD by the USCIS. Their name, photo and valid dates of employment are printed on the EAD. Employers should note that the average processing time for USCIS to issue the EAD is two or three months, and students may begin employment only after they receive the EAD which will indicate the starting and ending dates of employment. Students who have pending STEM extension application can continue working for up to 180 days while the application is pending.

Curricular Practical Training (CPT) may be authorized by the institution (NOT by USCIS) for F-1 students participating in curricular-related employment such as cooperative education, work study, practicum and internship programs. Authorization is indicated on page 3 of the I-20 and includes the name of the company, beginning and ending date, and signature of the designated school official (DSO). Since each institution has different policies related to curricular-related employment, students should speak to the DSO at their institution. Processing time for the authorization of CPT varies at each institution. International students on F-1 visas are eligible for both CPT before finishing their studies, as well as 12 months of OPT. However, students who work full-time on CPT for one year or more are not eligible for OPT.

Academic Training For J-1 Students

International students on J-1 visas are eligible for up to 18 months of work authorization, called academic training. Post-doctoral students may apply for additional 18 months of Academic Training. Some J-1 program participants are also allowed to work part-time during the academic program. Academic Training is granted in the form of a letter by the Responsible Officer (RO) or Alternate Responsible Officer (ARO). Students should consult with the RO or ARO at their institution.

Minimal Paperwork For The Employer

Fortunately, there is little paperwork for an employer who hires F-1 or J-1 students. All paperwork is handled by the students, the school, and USCIS (for OPT).

Continuing Employment After The Practical/Academic Training Period

Federal regulations require that employment terminate at the conclusion of the authorized practical or academic training. However, students on an F-1 visa, or students on a J-1 visa who are not subject to a two-year home residency requirement, may continue to be employed, if they receive approval for a change in visa category-usually to H-1B. Students must have a minimum of a bachelor's degree in order to qualify for H-1B status.

Individuals may work in the U.S. for a maximum of six years under an H-1B visa. This visa is valid only for employment with the company that petitioned for them. They must re-apply to the USCIS if they wish to change employers. As soon as the initial job offer is made, they should petition for an H-1B visa if employment is likely to extend beyond the practical training period.

What About Taxes?

Unless exempted by a tax treaty, F-1 and J-1 students earning income under practical training are subject to applicable federal, state, and local income taxes. Information on tax treaties may be found in Internal Revenue Services Publication 519, U.S. Tax Guide for Aliens, and 901, U.S. Tax Treaties.

Generally, F-1 and J-1 students are exempted from social security and Medicare tax requirements. However, if F-1 and J-1 students are considered "resident aliens" for income tax purpose, social security and Medicare taxes should be withheld. Chapter 1 of Internal Revenue Services Publication 519, U.S. Tax Guide for Aliens explains how to determine the residency status of international students. More information on social security and Medicare taxes can be found in Chapter 8 of Internal Revenue Services Publication 519, U.S. Tax Guide for Aliens and in Section 940 of Social Security Administration Publication No. 65-008, Social Security Handbook.

For Your Reference:

The Code of Federal Regulations (CFR) Title 8 and Title 22 citation numbers for regulations governing practical training are as follows:

- F-1 students: 8CFR 214.2 (f) (9) & (10)
- J-1 students: 22CFR 62.23 (f)

CFR Title 8 citations governing IRCA requirements are:

- F-1 students: 8CFR 274a.12(b)(6)(iii) and 8CFR 274a.12(c)(3)(i)
- J-1 students: 8CFR 274a.12(b)(11)

Additional Resources

- Code of Federal Regulations: gpo.gov/fdsys/browse/collectionCfr.action?collectionCode=CFR
- SEVP Policy Guidance on OPT: ice.gov/doclib/sevis/pdf/opt_policy_guidance_042010.pdf
- Information for Employers: ice.gov/sevis/employment#tab1

To easily access links, download a digital copy of this guide on the Indiana INTERNnet homepage.

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HIGH SCHOOL STUDENTS

When students perform internships at the high school level, they can develop a resumé and cover letter, experience the application and interview process, explore fields of interest and participate in a professional work environment.

Although high school students generally will have less work experience and less advanced skills than undergraduate or graduate students, they will add a unique perspective to your organization and may continue on as interns through college. Internship experience may also increase a high school student's desire to graduate and pursue higher education.

High school internships are intended for career exploration, may be paid or unpaid, and are subject to federal and state labor regulations; see *Compensation* (page 21) for unpaid internship criteria. Unpaid internships should follow the same requirements as college-level unpaid internships.

Paid internships must follow the Indiana Department of Labor's requirements:

- Child labor laws established by the Bureau of Child Labor must be followed.
- Cooperative education is limited to students who have reached the legal employment age (16) and who are classified as high school juniors or seniors.
- The Indiana Department of Labor sets hour restrictions for teen workers by age for both school and non-school days. Visit the Indiana Department of Labor web site for the most up-to-date information.

For more information:

Indiana Department of Labor
(317) 232-2655
in.gov/dol

United States Department of Labor
(866) 4-USA-DOL
dol.gov

HARASSMENT

Workplace harassment is a form of unlawful discrimination (sexual, racial, national origin, religious, age, and disability harassment). Supervisor training is a business necessity. Its cost is typically less than the cost of defending a single charge. Employers must not focus solely on sexual harassment, but emphasize all unlawful harassment and encourage respectful behavior in all aspects of employment.

Failure to educate supervisors and failure to make interns aware of the employer's policies, procedures and compliance commitment may hurt the employer's bottom line through litigation costs, low morale and turnover, and workplace distraction and disruption.

Additional information regarding workplace harassment can be found in the Indiana Chamber of Commerce's Employment Law Handbook.

INSURANCE AND COVERAGES

Employers, interns, parents and colleges/universities should be aware of the following insurance considerations:

- **Accident/liability insurance:** Covered by the intern/parent/guardian's personal plan. Some organizations may require the school to provide liability insurance. Verify that the intern is covered.
- **Automobile accident insurance:** Covered by the intern/parent/guardian's personal plan for travel necessary for the internship. Verify with your intern that he or she is covered. Consult with your commercial insurance broker to make certain that a non-owned auto insurance coverage is in place.
- **Health/life insurance:** Provided by the intern/parent/guardian. Please note that if the internship is less than six months and the start and stop date is the same time each year, the ACA does not require you to provide health insurance for the intern. If the time frame is any longer consult with an attorney or health insurance broker.
- **Medical treatment waiver:** Parents sign a waiver for the intern's medical treatment if injured during the internship.
- **Worker's compensation:** Does not apply for interns participating in non-paid internship experiences, but if injured at the internship site, should be covered by the intern/parent/guardian's personal insurance. Paid internships require that students be covered by worker's compensation.
- **Unemployment compensation:** Student internships at hospitals and public educational institutions are exempt from unemployment compensation at the end of the internship. In other types of employment it would be difficult in most cases for interns to qualify for unemployment compensation at the end of the internship. However, in some cases an intern may qualify for unemployment compensation based upon work history prior to the internship. Consult with an attorney if there is a question.

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; and any other expectations of the employer). The employer should discuss these with prospective interns, so that there is no misunderstanding regarding the relationship. Also, it is good sense to document such a discussion.

The above information is general in nature, does not constitute legal advice and should not be relied upon as such. These matters need to be evaluated by your human resources professionals, your insurance carriers and your legal counsel in light of your circumstances and coverages.

TRANSPORTATION AND HOUSING

Employers should identify the need for personal transportation in the internship position description. Interns are responsible for transportation to and from the internship experience.

Interns are responsible for their own housing. Many students intern in areas where they may live at home, or with a friend or relative. Others find temporary apartments. If your organization can provide housing for your interns, this can be an excellent benefit (and form of compensation), allowing students without potential housing in the area to consider applying for a position with your organization. Some colleges and universities also allow residence hall housing during a student's internship at a reduced cost.

APPENDIX – A

INTERNSHIP PROGRAM ASSESSMENT

The internship assessment is designed to answer the following questions in preparation for implementing an internship program at your organization: Is your organization prepared to manage an internship program? What value can an internship program bring to your organization?

Answers to the following questions will provide the basis of the internship job description.

1. Would your company benefit from the work of interns to support existing staff members and increase overall productivity? _____

_____

2. Would a formal internship program help your organization reduce staffing costs, including part-time and temporary employee needs? _____

_____

3. Would having interns benefit current staff members by providing managerial and supervisory experience?

_____

_____

4. Do you have the support of senior management? _____

_____

5. What are the goals of your organization's internship program? _____

_____

6. What type of project work (research, writing, marketing support, sales support, etc.) needs to be completed?

_____

_____

7. Are specific skills required for the project work? _____

_____

8. Is there a preference for the intern's area of study? _____

_____

9. Can your organization offer opportunities for unique industry experiences during the internship?

_____

10. What type of student are you willing to hire? ❑ College ❑ High School ❑ College or High School

11. What type of work environment can you offer to an intern? _____

_____

12. Do you have a mentor committed to work with an intern? _____

_____

13. Is this a paid or unpaid internship? If unpaid, are there alternative forms of compensation that could be offered? Does your internship meet all of the criteria for Fact Sheet #71? _____

_____

14. What are the dates for this internship? Part time or full time? _____

_____

INTERN WORK PLAN TEMPLATE

Intern Name: _____

Supervisor Name: _____

Internship Start Date: _____

Internship End Date: _____

Date of Mid-Internship Review: _____

Use this template to break down the goal-setting process into smaller, more actionable steps. Determine specific projects and their corresponding tasks to achieve the overall goal.

GOAL: Title of overarching goal

Project A: Name of project

Task	Owner(s)	Partner(s)	Deadline	Notes
Name of task 1	*Intern Name*	*Support*	*mm-dd-yyyy*	*include any pertinent notes*
Name of task 2				

GOAL:

Project A:

Task	Owner(s)	Partner(s)	Deadline	Notes

Project B:

Task	Owner(s)	Partner(s)	Deadline	Notes

Project C:

Task	Owner(s)	Partner(s)	Deadline	Notes

GOAL:

Project A:

Task	Owner(s)	Partner(s)	Deadline	Notes

Project B:

Task	Owner(s)	Partner(s)	Deadline	Notes

Project C:

Task	Owner(s)	Partner(s)	Deadline	Notes

SAMPLE INTERNSHIP DESCRIPTION

Indiana INTERNnet Marketing and Special Events Fall Intern

Description

Indiana INTERNnet is a business-education partnership between the Indiana Chamber of Commerce, Indiana higher education institutions and high schools, and Indiana-based employers to promote the quality and quantity of internship opportunities statewide. Indiana INTERNnet serves as the state's online matching system connecting students and employers for internship opportunities.

For more information, visit IndianaINTERN.net; subscribe to our blog; follow us on Twitter @IndianaINTERN; become a fan of Indiana INTERNnet on Facebook; join our Indiana INTERNnet LinkedIn Group; subscribe to our YouTube channel, and follow our Pinterest page.

Apply, with a cover letter and resumé, via Indiana INTERN.net. Explain how this opportunity fits within your career goals and development. Detail your relevant experiences, skills and education.

Questions? Call (317) 264-6852 and speak with a staff member.

Responsibilities

Indiana INTERNnet is currently offering one paid semester internship opportunity to assist staff members with internship activities. Details include: Fall/Winter semester, approximately September to December; preference given to applicants interested in working September to early February. Must be available in February for annual event. Flexible calendar dependent upon intern's schedule. Paid internship with opportunity to discuss earning academic credit; desktop computer and office space provided; parking is at intern's own expense; collaborative work environment and mentoring relationship offered.

Assist in writing organizational materials, such as monthly e-newsletter spotlights, blog entries and ready-to-run stories. Assist in updating/expanding social networking communications.

Help plan and execute the organization's annual IMPACT Awards Luncheon. Responsibilities for this event may include preparing luncheon materials, including name badges, on-site support with registration, awards and certificate coordination, and video and technology coordination.

Brainstorm and develop PowerPoint presentations for a variety of interested audiences, such as students, Indiana employers and career development professionals. Research events at which Indiana INTERNnet might consider a presence, including preparing and attending various career fairs and employer expos. Assist with metrics and charts for funding purposes. Other duties as assigned.

Qualifications

Collaboration and coordination across people and groups; organization and attention to details; marketing and communications strategy development; idea expression, both verbal and written; technology, with preference to WordPress, social media, Microsoft Office (specifically Outlook, Excel, Word, and PowerPoint); customer service mindset; special events and administrative experience preferred. Excellent time management skills and ability to prioritize multiple projects is a must.

APPENDIX – D

INTERNSHIP AGREEMENT

The following is designed to assist in providing a high-quality internship experience for both the intern and the employer. The intern and intern supervisor should complete this form together and agree to the terms outlined.

Student Information

Name: _____

Address: _____

Phone: _____

E-mail: _____

School: _____

School Contact: _____

Internship Information

Company Name: _____

Company Address: _____

Intern Supervisor: _____

Supervisor Phone: _____

Supervisor E-mail: _____

Intern Mentor: _____

Mentor Phone: _____

Mentor E-mail: _____

Internship Description

Student internship will begin on _____ and end on _____

Intern Title: _____

Description of duties (may attach other documents): _____

_____

_____

Expectations For The Following Areas

Wages/Compensation: _____

Travel: _____

Hours: _____

Overtime: _____

Dress Code: _____

Housing Needed: _____

Other: _____

APPENDIX – D

Setting Goals

The intern and supervisor should discuss the following topics. This will help them agree to and define expectations, actions and roles during the internship. Additional pages may be added if needed.

1. How will performance be evaluated?

2. What do you hope to experience or learn during this internship?

3. What type of projects will the intern be assigned to gain the experience outlined in the aforementioned goals?

4. What is expected from the school to ensure the intern receives credit (if applicable)?

Other Goals: _____

APPENDIX – D

The Student Intern Agrees To:

- comply with the organization's policies and procedures;
- follow protocols for dress, appropriate behavior, correspondence and work space maintenance;
- complete any necessary training prior to the internship;
- attend the internship site during scheduled work dates/times, notifying supervisor of absence or late arrival with sufficient notice prior to start time;
- meet school requirements to receive academic credit (if applicable);
- perform responsibilities timely and satisfactorily; and
- inform intern supervisor or senior management of any problems or concerns.

The Supervisor And Organization Agree To:

- comply with the U.S. Department of Labor policies on paid/unpaid internships;
- adhere to all state and federal child labor laws;
- provide a safe work zone;
- conduct appropriate training for the student prior to the internship;
- assign an intern mentor for the student;
- establish a set work schedule and lesson plan for the student;
- provide the student with periodic feedback and constructive criticism;
- ensure the student's learning goals are addressed;
- meet school requirements for student to receive academic credit (if applicable); and
- compensate the student according to agreed-upon rate.

We have discussed the topics listed above, and understand our roles, expectations and requirements during the term of this internship.

Student Intern Signature: _____ Date: _____

Intern Supervisor Signature: _____ Date: _____

APPENDIX – E

FINAL INTERN EVALUATION BY INTERN SUPERVISOR

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

This evaluation is not confidential and we encourage you to share it with the student. The student may also wish to use this evaluation form as a reference for future employment. Feel free to use additional pages or write a letter of support for the student's use in seeking future employment.

Skill Assessment

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas.

1=Lacks this skill 2=Limited/minimal skill level 3=Adequate/average skill level
4=Above average skill level 5=Exceptional skill level N/A=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, communicate information and ask questions
   - _____ d. Listens to feedback and works to improve

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 role(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

Comments

1. Please discuss whether this student successfully completed the learning objectives you discussed and whether your expectations were met or exceeded.

_____

_____

_____

_____

_____

2. What would you recommend for this student to do following his/her internship to make him/her better prepared for the workplace (e.g., courses, activities, skills acquisition, programs)? Please be as specific as possible.

_____

_____

_____

_____

_____

3. How would you rate the level of involvement you had with the college/university with this internship experience?
   ❑ very involved ❑ somewhat involved ❑ not at all involved
4. In terms of preparation for the internship, the student's prior academic coursework was:
   ❑ very useful ❑ of some use ❑ not very useful
5. Please indicate areas or topics to be discussed that would make the student more academically prepared for this internship experience.

_____

_____

_____

_____

_____

6. Please assess the job responsibilities you assigned to your intern:
   ❑ difficult to achieve ❑ challenging, but attainable ❑ not challenging

Overall Evaluation

1. Given your expectations for this internship, this student's overall performance (in comparison with all other students performing similar duties) was in the:
   ❑ top 5% ❑ top 25% ❑ top 50% ❑ lower 50% of all students
2. How would you assess the intern's overall performance?
   ❑ outstanding ❑ above average ❑ satisfactory ❑ below average ❑ unsatisfactory
3. Additional comments: _____

_____

_____

_____

_____

APPENDIX – F

FINAL INTERNSHIP EVALUATION BY STUDENT INTERN

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

This form is designed to help you reflect upon your internship experiences and also to provide feedback to your employer. Feel free to use additional pages for further comments. The employer may use the comments provided as a testimonial for the company and its future internship programs.

Assess Your Skills

To what degree did your skills improve as a result of this internship experience?
0=No Change 1=Small Improvement 2=Moderate Improvement 3=Large Improvement

_____ a. Written communication
_____ b. Oral communication
_____ c. Problem solving
_____ d. Decision-making
_____ e. Interpersonal/teamwork
_____ f. Self-management
_____ g. Initiative
_____ h. Leadership
_____ i. Word-processing and/or data entry
_____ j. Spreadsheet and/or database
_____ k. Internet/e-mail
_____ l. General knowledge of business
_____ m. Specific job/industry knowledge
_____ n. Other office skills (filing, photocopying, etc.)
_____ o. Other:

Evaluate Your Performance

On a scale of 1 to 5, please evaluate your performance in each of the following areas.
1=Lacks this skill 2=Limited/minimal skill level 3=Adequate/average skill level
4=Above average skill level 5=Exceptional skill level N/A=Not Applicable

1. Communication skills

_____ a. Demonstrate oral communication skills required for the job
_____ b. Write clearly and concisely
_____ c. Willing to speak up, communicate information and ask questions
_____ d. Listen to feedback and work to improve

2. Problem-solving/decision-making skills
   - _____ a. Analyze situations and take appropriate action
   - _____ b. Offer creative solutions to problems
   - _____ c. Collect and analyze information relevant to completing a task and establish a course of action within the given timeframe
   - _____ d. Resolve problems in an appropriate timeframe

3. Teamwork
   - _____ a. Establish rapport and credibility among team members
   - _____ b. Share information and resources with others
   - _____ c. Assist and cooperate with co-workers
   - _____ d. Demonstrate willingness to put forth extra time and effort
   - _____ e. Assume appropriate leadership role(s)

4. Self-management
   - _____ a. Produce high-quality, accurate work
   - _____ b. Seek new strategies when current approach is not effective
   - _____ c. Display good judgment and establish priorities
   - _____ d. Use time efficiently
   - _____ e. Demonstrate ethical behavior
   - _____ f. Arrive on time and maintain agreed-upon hours

5. Initiative
   - _____ a. Seek opportunities to learn
   - _____ b. Take initiative to get a job done, even if not specifically told to do so
   - _____ c. Act decisively on critical issues
   - _____ d. Overcome obstacles and problems
   - _____ e. Set and communicate goals; follow up with results

6. Technical skills
   - _____ a. Possess the technical skills required for this position
   - _____ b. Willing to learn new skills and enhance existing technical skills
   - _____ c. Use appropriate technology for tasks
   - _____ d. Use technology to perform effectively

Comments

1. In terms of preparation for your learning experience, your prior academic coursework was:
   ❑ very useful ❑ of some use ❑ not very useful
2. In terms of preparation for your learning experience, your prior work experience was:
   ❑ very useful ❑ of some use ❑ not very useful
3. How would you assess your overall performance?
   ❑ outstanding ❑ above average ❑ satisfactory ❑ below average ❑ unsatisfactory

Assess The Program

1. The job orientation provided to you by your employer was:
   ❑ very thorough ❑ sufficient ❑ inadequate
2. How well did the internship meet your pre-defined learning goals?
   ❑ met all of my goals ❑ met some of my goals ❑ met few of my goals ❑ met none of my goals
3. Please assess the job responsibilities your employer assigned to you:
   ❑ difficult to achieve ❑ challenging, but attainable ❑ not challenging
4. Please assess your intern supervisor.

5. Please assess your intern mentor.

6. Are you more or less interested in working for this organization as a result of your internship?

7. What was the best part of your internship experience?

8. How would you assess the overall educational value of your internship experience?
❑ very valuable ❑ generally worthwhile ❑ of some value ❑ very limited value/no value

9. What suggestions do you have to improve the quality of this internship (please include any specific recommendations you have that might be useful to your employer supervisor or your faculty coordinator)?

10. Additional comments:

APPENDIX – G

INTERNAL INTERNSHIP PROGRAM EVALUATION BY INTERN SUPERVISOR

Please provide your candid evaluation of the internship program. Feel free to use additional pages for further comments. Use this and feedback from your intern to assess your program and discuss areas of improvement.

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

1. How well did the internship meet the pre-defined goals of the intern?

_____

_____

_____

2. How well did the internship meet the pre-defined goals of the organization (did the internship address the organization's needs)?

_____

_____

_____

3. What were the advantages of the internship program for your organization?

_____

_____

_____

4. Describe the challenges of the internship program.

_____

_____

_____

5. How would you assess the overall value the intern provided to your organization?

_____

_____

_____

6. How can the internship program be improved?

_____

_____

_____

7. Additional comments:

_____

_____

_____

Indiana INTERNnet

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Address: 115 West Washington Street | Suite 850 South | Indianapolis, IN 46204

Account Registration: IndianaINTERN.net/register

Social Media:

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twitter.com/IndianaINTERN

linkedin.com/company/indianainternnet

youtube.com/TheIndianaINTERNnet

pinterest.com/IndianaINTERN

IndianaINTERN.net/blog

instagram.com/IndianaINTERN

IMPACT Awards: IndianaINTERN.net/impact-awards

Downloadable Digital Copy Of This Guide: IndianaINTERN.net

Additional Resources

Indiana Chamber of Commerce

Phone: (317) 264-3110

Web Address: indianachamber.com

Indiana Commission for Higher Education

Phone: (317) 464-4400

Web Address: in.gov/che

Indiana Department of Labor

Phone: (317) 232-2655

Web Address: in.gov/dol

Office of the Indiana Attorney General

Phone: (317) 232-6201

Web Address: in.gov/attorneygeneral

United States Department of Labor

Phone: (866) 4-USA-DOL

Web Address: dol.gov

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