

INTERN TODAY, EMPLOYEEÉ TOMORROW

THE INDIANA EMPLOYER'S GUIDE TO INTERNSHIPS



For more information, call (866) 646-3434 or visit www.indianaintern.net



On The Cover

Representing the internship triangle of employers, students and career services professionals, intern champions featured on the front cover include:

- 1. Gerry Dick:** CEO and president of Grow Indiana Media Ventures
- 2. Katie Qualkinbush:** graphic design artist for ExactTarget and 2010 Intern of the Year
- 3. Jackie Dowd:** senior director of adult education for the Indiana Department of Workforce Development and Indiana Department of Education and 2008 Career Services Professional of the Year
- 4. Fangfang Li:** communications and marketing specialist for the International Center of Indianapolis and 2011 Intern of the Year
- 5. Pat Patterson:** program coordinator for Indiana INTERNnet

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I. INTRODUCTION

This internship guide is intended to help employers create new or enhance existing internship programs. You may also contact Indiana INTERNnet at (866) 646-3434 to schedule a custom internship program assessment focused on your organization's specific needs. Additional information, including FAQs and helpful internship documents, are available at www.indianaintern.net.

"We knew that the key to a successful internship program was making sure we were prepared in every aspect."

- Ashley Cashen, digitalKnowledge

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 illustrate classroom relevance in the professional world. They include 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 promising scenario for students, employers 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 (ideal for organizations that may not have the office space or personnel needed for supervision).
- **For Academic Credit:** Requirements vary by school and department. Interns should discuss required criteria during interview process. Criteria typically considered include number of hours, inclusion of meaningful project work and evaluation methodology.
- **Paid and Nonpaid:** See Section VI: Human Resources Issues.

How do Internships Differ From Other Experiential Learning?

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

Experiential Learning	Objective	Duration	Academic Credit	Compensation
Internship	Exploration, skill development, career experience, networking	Typically 12-16 weeks to a year	Yes or No	Yes or No
Externship	Career observation	Typically a day to a week	No	No
Service Learning	Reflective thinking, service, citizenship	No specified timeline	Yes or No	No
Volunteering	Reflective thinking, service, citizenship	No specified timeline	No	No
Cooperative Education (co-op)	Occupational preparation	Multi-semester	Yes	Yes

Why Begin an Internship Program?

Internships are mutually beneficial to employers, students and schools. As Indiana schools and employers collaborate to educate and decrease the “brain drain,” students contribute their talents to the workforce and state at large.

Employer Benefits

Interns can:

- Complete project work that may be on the backburner
- 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 local community
- Gain short-term talent
- Increase diversity within your organization
- Offer management experience to employees working as intern supervisors
- Provide full-time employees more time to focus on important tasks
- Remain competitive within your industry
- Market your company via word of mouth
- Begin training potential full-time employees (*more than 50% of interns accept an employment offer from their host company*)

“The internship program we implemented this year had a remarkable impact on our team. Our intern brought fresh ideas and energy into the workplace.”
– Jeff Sparks, IndyGo

Student Benefits

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

“I am more excited about broadcasting because of my internship with WFYI. I am going to be the next Oprah!”
– Maiesha Sanders, Thomas Carr Howe Community High School student

School Benefits

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

“Bringing students to intern at Amatrol will get my kids fired up about what they are doing in class.”
– Anthony Harper, Borden High School

Internship Program ROI

Some employers believe that it takes more time to supervise an intern than it is worth. However, an intern can actually increase your organization’s productivity. Assuming an eight-hour work day, employing just one intern for one semester can increase your organization’s productivity by 7.5 work days.

Internship Program ROI			
Number of Interns	1	Gross Productivity Hours/semester	180
Average Work Hours/week	15	Average Number of Supervision Hours/week*	10
Gross Productivity Hours/week	15	Number of Supervision Hours/semester	120
Average Number of Full Work Weeks/semester	12	Net Productivity Hours	60

**Average Number of Supervision Hours/week includes recruiting and orientation time.*

II. GETTING STARTED: DEVELOPING AN INTERNSHIP PROGRAM TO MEET YOUR NEEDS

Hosting an Intern Versus Developing an Internship Program

Hosting an occasional intern is different than developing an internship program for your organization. Whereas hosting an intern may mean something different depending on who you ask, an internship program is a planned, formal method of integrating a student's academic studies with work experience.

An internship program is based on the needs of your organization and should include: an application, recruiting, screening and interview process (Section III and IV); a work plan with learning objectives (Section V); a structured orientation (Section V); an assigned internship supervisor; an assigned mentor; and periods of reflection, evaluation and assessment (Section V).

Developing an internship program will provide your organization with a greater return on investment and your intern with a richer learning experience.

"Interns bring fresh eyes to question some of our Toyota processes. Additionally, we hope our internship program will help Toyota with student recruitment for our workforce needs."

– Leah Curry, Toyota

Determining Your Organization's Needs

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?
- Are you looking to hire for a full-time position, but do not have the time or financial resources to recruit a quality individual?
- Do your employees need more management experience?

Determining if an Internship Program is Right for Your Organization

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 hire an intern full-time?
- Do you have the physical and financial resources to support an intern?
- How will you recruit an intern? (Indiana INTERNnet is a free online resource for locating interns in Indiana)

"I think we'll end up getting better employees because of this experience."

– Marty Wine, Gold Shield of Indiana

See Appendix A for an internship program assessment.

Planning Your Internship 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

Summer is the most common internship time. Most students can commit more time (even 40 hours per week), as many either do not take summer classes or have reduced class schedules. Summer internships traditionally begin mid- to late May and continue through early to mid-August. Some employers, especially those with highly competitive internship programs, post their opportunities in the fall prior to the summer internship. For the highest applicant response, it is recommended that employers post summer internship opportunities four to six months before the start date. Many students apply for summer internship opportunities in February or March.

Fall Internships

Fall internships typically begin in late August and conclude in early December. While many students cannot commit full-time to a fall internship, most students considering an internship during the academic year attempt to schedule their classes to allow 15-30 hours per week to participate in an internship. Because most students are not on campus during the summer, it is recommended that employers post fall internship opportunities in the spring semester, with selection made in the late spring or early summer.

Winter Internships

Winter internships are shorter internships that typically begin around early to mid-December and conclude in mid- to late January. While students may be able to work full-time between fall semester final exams and the start of the spring semester, school winter breaks differ and the pool of potential candidates may be lower because of holidays. It is recommended that employers post winter internship opportunities at the beginning of the academic year during the fall semester.

Spring Internships

As with fall internships, many students cannot commit full-time to spring opportunities, yet may arrange their class schedules to allow for 15-30 hours per week. Spring internships typically begin in late January and conclude by late April. It is recommended that employers post spring positions by early October.

When determining your internship timeframe, consider the pros and cons of each season:

	Pros	Cons
Fall	Less competition from other organizations	Less potential full-time candidates
Winter	Great for short-term projects; additional help during holiday season	Brief time period; indiscernable timeframe; smaller candidate pool
Spring	Organizations typically have more available work	Less potential 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

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 (see Section III) is a great starting point when identifying meaningful project work. Although an intern’s responsibilities may vary depending upon whom you hire, individuals searching for internships need to know the skills and duties required, significant projects he or she will complete and as much about the internship as possible prior to applying or interviewing.

“It was great to have a lot of hands-on work, rather than just shadowing. I was able to learn about all the different departments of an advertising firm. I knew I wanted to work in advertising, but now I know that I want to be a senior art director.”

– Juvius Ledford, Lawrence North High School student

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 such tasks 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 the 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 a 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.

A business needing to develop a monthly newsletter, company brochure and other promotional materials, for example, could benefit from a marketing student. While the intern’s primary responsibilities would be to create these materials, distributing promotional materials to clientele, assembling the newsletter mailings, and even some filing and phone reception is

appropriate. While primary responsibilities are related to the marketing field, secondary responsibilities also provide excellent experience for further developing appropriate communication skills, conducting oneself in a professional manner with clients and learning how the organization functions.

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

Internship Responsibilities	
Primary	Secondary
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

Identifying an Intern Supervisor

When starting an internship program, identify a supervisor for your intern(s) who will familiarize them with your organization, provide assignments and serve as a “go-to” person for questions. It is recommended that the intern supervisor be connected with the type of work the intern will perform (e.g., the marketing director supervising a marketing intern) to provide appropriate guidance for the intern’s assignments.

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

- taking part in an intern’s application, screening and interview process;
- conducting an intern’s orientation;
- developing an intern’s work plan;
- periodically meeting with an intern to evaluate performance and if needs/goals are being met; and
- assessing the internship program’s success.

On most occasions, an intern supervisor will need to dedicate more time at the beginning of the internship for orientation, explanation and training purposes. If an intern is provided ample project work – with set deadlines for completion and extra, less important projects for any down time – the intern will remain busy, feel productive and maintain ownership of assigned projects.

“I was able to learn my own role better by mentoring and explaining our organization to our student.”

– Eric Breece, Indiana Sports Corporation

For further information, see Section V: Managing Your 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.

Intern Supervisor vs. Intern Mentor		
	Supervisor	Mentor
Main Responsibilities	Conduct intern orientation, assign projects/tasks, answer task-related questions, evaluate 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	One to all involved in internship program	One to two

Mentorship can be a wonderful method for contributing to an intern’s professional development without being the direct supervisor. The intern mentor may work for another department or possess similar interests in the intern’s field. Mentors help extend the intern’s professional network, offer assistance when the intern supervisor is unavailable and provide advice for handling internship challenges.

The mentorship experience is mutually beneficial for mentors and interns:

Mentorship Benefits	
Mentor	Intern
Greater understanding of organization’s vision, mission, goals, culture, programs, and policies	
Increased confidence	
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

Mentors and interns should be matched on a case-to-case basis, depending on the intern’s interests and career goals. However, in general, an ideal mentor will be:

- knowledgeable about the organization (vision, mission, goals, culture, programs and policies);
- knowledgeable about the internship program and what is expected of all involved;
- willing to assist the intern supervisor with intern evaluation;
- prepared to assume a leadership role;
- interested in helping an individual learn and succeed;
- easily accessible during the work day;
- patient, mature and personable;
- professional in mannerisms and appearance;
- open to sharing personal successes and failures; and
- interested in/knowledgeable about the assigned intern’s career path.

For further information, see Section V: Managing Your Intern.

III. RECRUITING YOUR INTERN

Developing an Effective Internship Description

Following are key components of an effective internship position description:

Organization overview: Provide the potential 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," "Event Planning 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 (4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D). 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? Do you require your intern to be at least a junior? Most students perform internships beginning the summer between their sophomore and junior years of college, but pursuing these types of opportunities earlier is becoming more common.

Timeframe: When would you like the internship to begin and end? Typical internship timeframes follow the same schedule as academic semesters: 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.

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 15-30 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 be creative? You should 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. It is recommended that these are listed 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 (See Section II). 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.

"We would not be where we are today without our interns."

– Erin Slater, College Mentors for Kids

Sample Internship Descriptions

Sample #1: Summer Marketing/Communications Intern **Indiana INTERNnet**

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 www.indianaintern.net; subscribe to our blog, Indiana INTERNnation; follow us on Twitter @IndianaINTERN; become a fan of Indiana INTERNnet on Facebook; and join our Indiana INTERNnet LinkedIn group.

Indiana INTERNnet is currently offering one paid semester internship opportunity to assist current staff members with internship activities.

Intern Responsibilities

- Follow up with employers that have posted internships in the past to collect internship metrics and provide follow-up survey results and reports.
- Research various events at which Indiana INTERNnet might consider participation and/or a booth exhibition.
- Participate in regional team efforts, recruiting employers to post internship opportunities through Indiana INTERNnet.
- Exhibit journalistic skills by contributing monthly Indiana INTERNnetwork newsletter articles.
- Contact local chambers of commerce and industry associations throughout the state to develop collaborative efforts, including local web site presence, speaking engagements, newsletter article submissions and local event involvement.
- Follow up with non-active employers to encourage them to resumé usage of Indiana INTERNnet to fulfill their internship needs.
- Contribute at least one weekly blog entry to Indiana INTERNnation.
- Update Indiana INTERNnet's social media accounts daily.
- Miscellaneous projects as assigned.

Desired Qualifications

- Minimum 2.0 GPA
- Open to high school students and students who are currently working toward an associate's, bachelor's or master's degree
- Excellent organizational skills
- Time management
- Ability to prioritize multiple projects
- Effective oral and written communication
- Working knowledge of Microsoft Office Suite (Word, Excel, PowerPoint)
- Online research skills
- Familiarization with blogging and social media platforms
- Ability to work well on an individual and collaborative basis
- Attention to detail

Internship Details

- Office location is downtown Indianapolis; parking is at the intern's expense.
- This internship is for one semester with a flexible start and end date.
- Internship hours are Monday-Friday from 9:00 a.m. to 5:00 p.m.
- This is a paid internship.

Sample Internship Descriptions

Sample #2: Government Affairs Research Intern **Indiana Chamber of Commerce**

Since 1922, the Indiana Chamber of Commerce has been the state's largest broad-based business advocacy organization, with nearly 5,000 member companies employing 800,000 Hoosier workers. The mission of the Indiana Chamber of Commerce is to work proactively on behalf of its members and constituents. The Chamber recognizes that this can best be achieved by providing a world-competitive business climate throughout the state in order to maximize opportunity for meaningful employment of all Indiana citizens. The Chamber does this by advancing thoughtful legislation and public policy, and serving as the convenient source of reliable business information for our members and constituents. For more information, visit www.indianachamber.com.

The Indiana Chamber of Commerce is seeking a full- or part-time, unpaid government affairs research intern during the legislative session. The most important working days will be Tuesdays, Wednesdays and Thursdays from (date) through (date), when the legislature is in session. The selected intern will be involved with a variety of activities to support the work of the Chamber's entire lobbying team.

Intern Responsibilities:

- Work directly with each member of the Indiana Chamber's lobbying team, which includes issue experts involved with a range of business issues such as education, labor relations, civil justice, small business, economic development, environment, energy, health care, tax, public finance and local government.
- Attend and report on committee hearings.
- Assist with online research and development of briefing materials.
- Conduct research on specific bills and write summaries for use in Chamber membership and board communications, as well as public presentations.
- Miscellaneous projects as assigned.

Desired Qualifications:

- Minimum 2.5 GPA
- Open to students who are currently working toward a bachelor's or master's degree
- Excellent oral and written communication skills
- Online research skills
- Ability to comprehend, analyze and interpret complex online and printed material
- Enthusiasm for politics/government with some understanding of the legislative process
- Task-oriented, able to work independently and self-starting
- Working knowledge of Microsoft Office Suite with emphasis on strong Excel spreadsheet skills

Internship Details:

- Office location is downtown Indianapolis; parking is at the intern's expense.
- Internship hours are negotiable, but should include substantial availability on Tuesdays, Wednesdays and Thursdays during the legislative session.
- This is an unpaid internship.

Marketing Your Internships

Collaborating With High Schools/Colleges/Universities

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 to three schools in close proximity with academic programs that match your ideal criteria.

Employer presentations

Presenting on campus is a convenient way for students to learn about your organization and its openings – both internship and full-time positions – as well as affords 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, encouraging more students to apply for your openings.

“It is important for students to know what resources are available to them and how our industry connects to classroom work.”

***– Jessica Schlottman,
Media Mogul/Innovative Edit***

To conduct a campus presentation, employers should contact career services offices directly. Direct links to Indiana academic institutions can be found at www.indianaintern.net.

Career/Internship Fairs

Career/internship fairs have consistently ranked as the most successful recruiting method. At these events, employers can market their organization and opportunities to students, collect

resumés/applications from interested students and pre-screen potential candidates. Most career/internship fairs require that organizations purchase booth space to advertise available positions and distribute marketing materials.

A benefit of career/internship fairs is that recruiters may interact with many students simultaneously. On the whole, career and internship fairs are reasonably priced, with many offering free or discounted rates for non-profit organizations. Moreover, most colleges and universities allow employers to conduct interviews on campus after the fair in order to follow up with their top applicants from the event.

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

- Dedicate a section of your company web site to internship opportunities (provide detailed descriptions) where you can direct students.
- Attend career/internship fairs directly applicable to your organization's industry.
- Distribute handouts that provide a brief overview of your organization; list duties/responsibilities for internship positions and outline desired qualifications.
- Create and showcase the work previous interns have accomplished (via photos, videos or project samples).
- 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 and inform college career services offices beforehand that you plan on recruiting interns (this information can be included in any literature distributed prior to the event.)
- Offer promotional giveaways (e.g., pens and notepads) that bear your company's name/logo.
- Make sure your organization's recruiter has worked with previous interns or is at least knowledgeable about your internship program.
- If possible, offer paid internship opportunities.

Before a career/internship fair, check with a school's career services office to post your internship opportunities on its job database system. Using the school's system, you can screen candidates to set up interviews prior to the event. You also may choose to interview (during or after the event) qualified candidates you meet at the fair. This approach can save you time and money in the long run.

If you accept resumés from students at a career/internship fair, jot down notes about the candidates you meet. When you filter through the resumés later, this will help you connect faces with candidates' applications. Just as you appreciate students following up with you, follow up with them, encouraging the strongest candidates to apply for upcoming opportunities. This may generate positive word of mouth about your organization – and word can spread quickly on a campus.

A current list of career/internship fairs can be found under the “Events” tab at www.indianaintern.net.

On-campus interviewing

Career services offices afford employers a convenient, comfortable setting for conducting on-campus interviews. A welcome byproduct of on-campus interviewing is the ability for employers to schedule multiple interviews with candidates on the same day. Such meetings often serve as screenings or as a first interview.

You may set up an open interview day, allowing interested students to register in advance. Interviews may last 20-60 minutes, depending on your needs, and you can schedule a break between each interview to take notes and discuss the previous candidate's qualifications with colleagues.

Another strategy is to communicate applicant qualifications with a school's career services staff and request to receive resumés prior to a campus visit and/or post internship opportunities on a school's job database system. This allows you to narrow the candidate pool to only those with proper qualifications. Once you make candidate selections, the career services office can schedule interview slots.

When you schedule an on-campus interviewing date, the career services staff provides an appropriate location for the interviews to take place (interview suites, an empty office or vacant classroom) and typically markets the opportunity to students and academic departments through various communications (e.g., web site, e-mail and social media.).

To set up an on-campus interviewing date, employers should contact the career services offices directly. Direct links to career services offices in the state can be found at www.indianaintern.net.

Building Relationships

Establishing 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. Since building relationships may boost interest in your organization's internship program, seek resources in addition to career services offices to build and establish partnerships, including academic professionals, professional organizations, alumni associations and student organizations.

Online Resources

Social media marketing

Social media is a far-reaching, free platform to increase your organization's exposure. It is recommended that organizations create social media accounts to spread awareness, share news and market opportunities.

Aside from increasing awareness of your organization and its opportunities, social media is another channel of communication. Through social media platforms, your organization can communicate internship program activities, provide customer support, gain customer insight and manage its online brand reputation.

One advantage of social media is its viral nature. Posting or re-posting your internship opportunities through social media allows individuals to share or re-post such positions. In addition, if you have an internship posting on your web site, you should include an option for individuals to share the posting via e-mail and social media platforms. The more exposure your internship opportunities have, the more student applications you may receive and the more selective you can be when choosing your intern.

Online matching systems

Indiana INTERNnet is a free online resource to market your internship opportunities to thousands of college students throughout the state who are actively seeking internships. For further information, see Section VII: How Indiana INTERNnet Can Help.

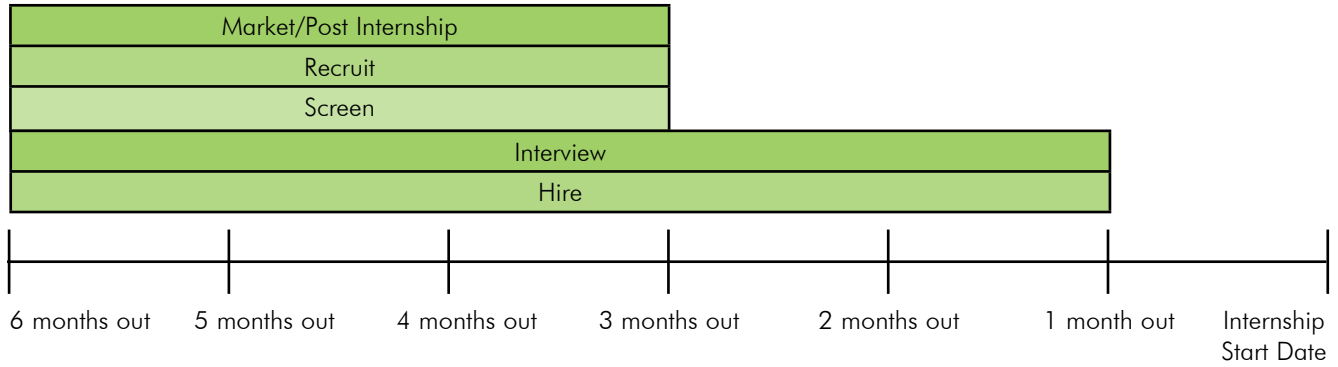
"For our first intern, we researched different options for partnering. We came across the perfect partner for our internship endeavor – Interns for Indiana through Purdue University. This organization's main focus is matching Indiana companies and students for internships to prevent the 'brain drain'."

– Ashley Cashen, digitalKnowledge

Recruiting Timeline

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.

Ideal Recruiting Timeline



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. For more information on interviewing and selecting an intern, see Section IV: The Right Fit.

IV. FINDING THE RIGHT INTERN FOR YOUR ORGANIZATION

Types of Interns to Consider

	Reason for Interning	Why Hire?
High School	Career exploration	May continue as interns through college; experience may increase students' desire to graduate/pursue higher education
Undergraduate	Career exploration (lowerclassmen); professional career development (upperclassmen)	More work experience; may transition into full-time employees; word of mouth exposure on campuses
Graduate	Professional career development	More work experience; more advanced skill set; may transition into full-time employees
Career Changer	Industry transition	Most work experience; most developed skill set; professional network

International

International students may be undergraduate or graduate students. There are many misconceptions about hiring international students. Here are the facts:

- International students do not need a green card to intern. Students who maintain an F-1 or J-1 visa status are permitted to intern in their major field of study by federal regulation (up to 12 – or possibly 29 months – for F-1 status and up to 18 months for J-1 status).
- There is no excessive paperwork needed to hire an international intern. The student and international student office of the individual's school handle all paperwork for F-1 and J-1 work authorization. All that is needed from the employer is a written offer of employment.
- It is not expensive to hire an international intern. Generally, F-1 and J-1 students are exempted from Social Security and Medicare tax requirements, which actually saves your organization money.
- International students can work for your organization after graduation. 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 for an additional year after graduation through a 12-month Employment Authorization Document (EAD) card.

“You need to invest the time in recruiting the right students who are genuinely interested in your company and the work that you do.”

– Wendy Weiler, Midwest ISO

Among benefits associated with hiring an international student:

- Language advantage: International students are bilingual (speaking English and the language of their home country). Many also speak multiple languages.
- Adaptability and resourcefulness: International students have to adapt to life in another culture, often leaving family behind. As a result, many have learned independence and self-reliance at a young age.
- Cross-cultural competency: Organizations can use international students' cross-cultural expertise (e.g., knowledge of their home country's economic structure/market, knowledge of native culture, foreign contacts). They also may act as future “ambassadors” for your organization.
- Dedication: Since international students may tend to have fewer opportunities for obtaining an internship, they may be more grateful for the opportunities they receive.
- Academic excellence: International students are often the most talented and brightest from their home countries.
- Less expectation for full-time employment: Many international students will return to their homelands following their internships.

Selecting an Intern

Your candidate selection criteria may be the same for full-time employees, but it is important to note how intern applications may differ.

Students applying for internships may not have an extensive background in a particular career (after all, they are participating in the internship to gain experience), yet key items may determine a good fit. Creating a selection strategy with ideal criteria provides your organization with a structured, consistent method to evaluate candidates.

Criteria to consider when evaluating a candidate's resumé:

Layout: The overall layout of the resumé should be professional, free of typos and easy to scan (yet detailed and well organized). Critical contact information (name, address, phone number and e-mail address) should be prominently placed at the top. Content should be tailored to your internship opportunity.

Level of education: A student's age and maturity level may vary depending on class year. If you intend to transition interns into full-time employees, look for students in their last year of classes.

GPA: An indicator of a student's learning ability.

Major/minor, coursework and technical skills: Look for relevancy to internship.

Work experience: The most significant section of the resumé is the experience portion. This may include previous internships, part-time or summer employment or volunteer activities. 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.

Volunteer experience and extracurricular activities: These experiences offer skill development activities such as project management, leadership and teamwork, and may help you get a feel for your candidate prior to an interview.

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

Layout: The cover letter is typically in letter format addressed to the contact for the internship opportunity (if provided). Overall layout should be professional, free of typos, easy to read and concise (one-page).

Content: Cover letters allow applicants to elaborate on their experiences and skills that match those you are seeking in your internship position 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 you 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 in order to 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.). 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.

Additional considerations:

Availability: Determine if candidates are able to work your ideal schedule.

Recommendations: You may ask for professional and/or personal recommendations.

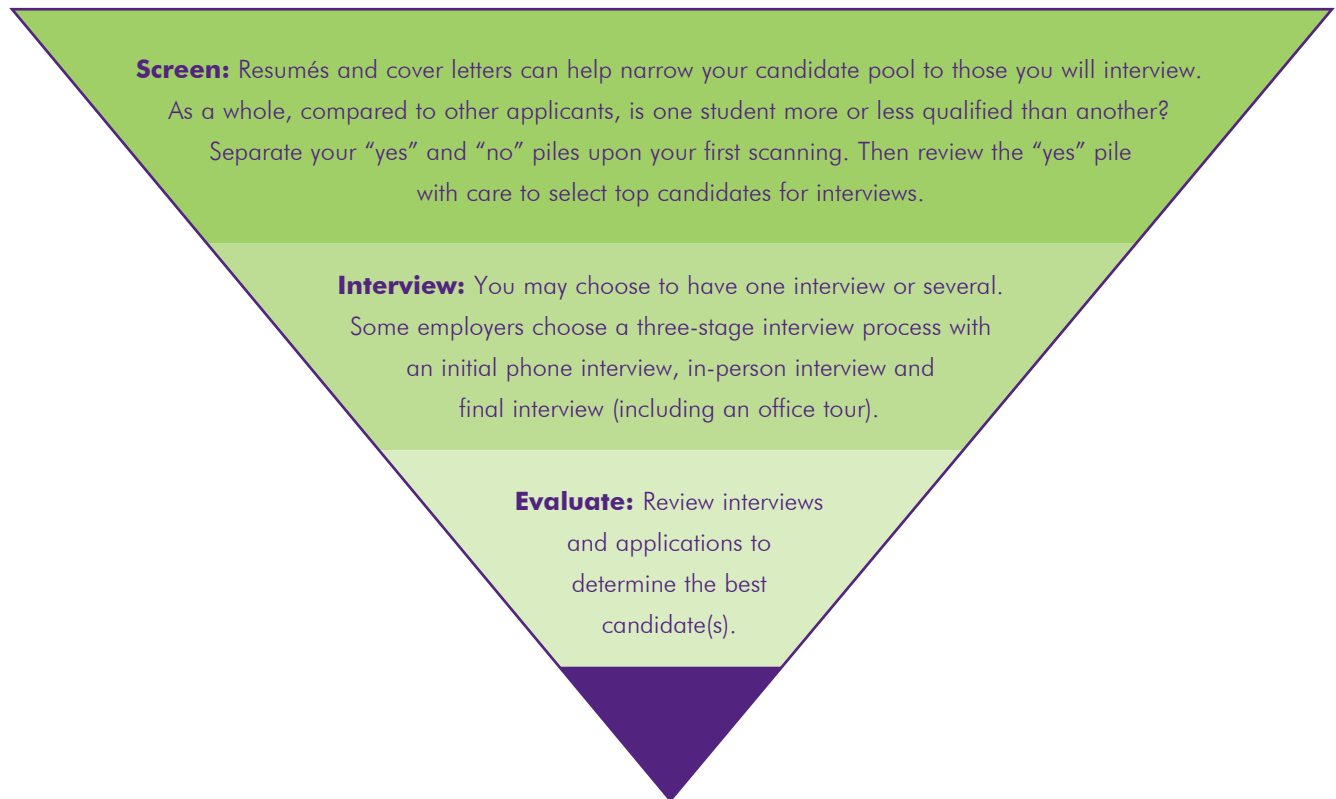
Follow through: Candidates who follow up regarding their applications and/or send thank you notes are likely those most interested in your opportunities.

Application Process

“Final interviews take place during Slingshot Finalist Night, a six-hour evening event where candidates get the chance to interview, participate in a case study, hear from alumni interns, see a product demo and hear from our CEO.”

– Katie Lindahl, ExactTarget

Application Process



Making an Internship Offer

When you feel you have found the candidate with the appropriate experience, professionalism, maturity and who is a mutually beneficial fit for the organization, make an offer. Just as in 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.

Upon the acceptance of the offer, remove your internship from all places where it is posted (e.g., college/university web sites and Indiana INTERNnet) to prevent further applications.

V. MANAGING YOUR INTERN

Managing a Millennial

People from separate generations have different personal and lifestyle characteristics, which may determine how they respond to a particular management style. Consider the implications of the Millennial generation’s characteristics before you meet with your intern(s) for orientation.

Characteristics by Generation				
	Veterans (1922-1945)	Baby Boomers (1946-1964)	Generation X (1965-1980)	Generation Y/Millennial (1981-2000)
Core Values	Respect for authority Conformity Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
Family	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
Education	A dream	A birthright	A way to get there	An incredible expense
Communication	Rotary phones One-on-one Memo writing	Touch-tone phones Call me anytime	Cell phones Call me only at work	Cell phones Texting E-mail Social media
Attitude Toward Money	Put it away Pay cash	Buy now, pay later	Cautious Conservative Save, save, save	Earn to spend

Generally, a perfect Millennial work world consists of:

- a fun environment;
- the ability to work in teams;
- bosses they can relate to;
- participation in work decisions;
- opportunities for resumé building;
- multi-tasking as part of daily schedule;
- meaningful work;
- clear direction;
- flexible scheduling;
- feedback delivered at the push of a button, not just at evaluation time; and
- ongoing training.

To better relate to interns, many organizations choose a younger member of staff (who may even be part of the Millennial generation) as an intern supervisor.

“Truly investing in each intern is the key to a successful internship program. Clearly define their roles, develop a strong training program, implement clear expectations and provide ongoing professional development.”

– Erin Slater, College Mentors for Kids

Orientation

Before an intern arrives for his/her first day, establish an orientation schedule. It is important for the intern to feel as he or she is a member of a professional team and to feel a sense of belonging to the organization.

Orientation 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		Company reading materials such as newsletters, annual reports, memos and blogs	
Paperwork for intern's academic credit (if needed)			
Parking arrangements			

Pre-internship meeting

Before your intern can begin working, it's important to establish a work/lesson plan. The skills and goals of your intern will vary depending on whom you hire. Start with the internship description and work with your intern to alter his or her responsibilities as needed. You may tailor the project work to take advantage of the student's particular skills, interests or goals. It is also important to set performance expectations to make it clear how the intern will be evaluated.

In addition to discussing responsibilities and performance expectations, talk about the intern's goals. The intern should determine three things: 1) what he or she wants to learn; 2) how he or she plans to learn it; and 3) how he or she will know whether it has been learned. You should guide the intern with his/her goal planning, which will be used for reference when evaluating the student and assessing the internship program. (See Appendix B for an internship agreement form).

Supervising

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 for productivity purposes.

"It was rewarding to help my student understand the true potential of her talents."

– David Grigsby, Grigsby Consulting, LLC

A good supervisor will:

- have a flexible schedule of availability;
- provide feedback and constructive criticism;
- encourage the intern to ask questions;
- challenge the intern; and
- assign an appropriate intern mentor.

Mentoring

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/questions about the organization, current and upcoming work, goals/likes (and how they may have changed) and how career plans may have altered. A mentor also will serve as a go-to person when an intern's supervisor is unavailable.

"I've heard that mentors are instrumental to career development, but I can really appreciate that statement now as I have been mentored on developing a professional network."

– Katie Wheeler, Indiana State University

Evaluation

Although an intern mentor may assist in the process, evaluation is the intern supervisor's responsibility. Just as students are accustomed to specific instruction and feedback in their academic studies, they will expect and be grateful for clear direction and periodic work evaluation.

Aside from daily or weekly short check-ins with an intern, it is recommended that the intern supervisor conduct a mid-internship and final internship evaluation. Prior to the start of the internship, an intern mentor should encourage the student to keep a portfolio of accomplishments to reference during evaluations.

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. Criteria for the final evaluation also should be discussed, as well as any requirements for academic credit yet to be completed.

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. (See Appendix C).

Assessment

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

- determine if the intern benefitted from the experience; and
- determine if your organization benefitted from the intern.

Creating a survey for the intern supervisor and intern is a cost-effective method of collecting data about your internship program. (See Appendixes D & E). It is important to keep in mind the intern's goals and the organization's initial needs when creating such surveys and evaluating results. Assessing your internship program will identify areas of improvement

Top Five Statements an Intern Fears

5. **"You can use that desk over there and there should be a chair in the supply closet."** – Like any other employee, an intern will need appropriate supplies to work. Interns will also be entering a new environment. Preparing a dedicated work space will make him or her feel welcomed and more comfortable.
4. **"It's lunch time. I'll see you in an hour. Everyone else in the office is going out to lunch."** – Interns like to feel as if they are a part of your organization's team. You should include them in the daily activities of your workplace.
3. **"Here is your binder with all you need to know for your project. Let me know when you are finished."** – Interns expect and appreciate clear direction. While some work may seem straightforward to you, it may be new to your intern.
2. **"You did a good job on project A, but fell short with project B. See you tomorrow."** – Students intern to learn. You should not only inform an intern how he or she performed, but also explain where the student excelled and what areas may need improvement.
1. **"I asked for decaf, not regular."** – Interns want to complete meaningful work rather than menial tasks.

to enhance the learning experience for interns and increase the return on investment for your organization – creating a positive reputation for your program.

Post-internship Communication

After an internship concludes, keep in contact with your intern to promote your organization and in case you decide in the future to hire the student for a full-time position.

Ashley Cashen, talent acquisition and retention coordinator at digitalKnowledge, wrote a blog entry for Indiana INTERNnation about communicating with your intern after an internship ends. She provides the following advice for keeping the lines of communication open during the school year:

- Add your intern to any mass e-mail lists (for example, company newsletters).
- Once the semester starts, send a quick e-mail to check in and wish them luck during their semester.
- Invite your intern to your employee outings.
- If any updates or changes are made to a project your intern worked on, let them know.
- Utilize holidays to send cards or small gifts.
- When finals week rolls around, send a personalized care package that includes branded items from your company.
- Let your intern know when you will be on his or her campus for career fairs or other meetings and take the student out to lunch.
- When the spring semester starts, personally send any entry-level job openings to your intern and let them know you would love for him or her to apply.
- If your intern was assigned a mentor, encourage that mentor to stay in touch and continue to offer their guidance and advice during the academic year.

“At the end of the experience, our intern accepted a full-time position with our company. Her background, including education and experience – combined with internship performance – was the deciding factor in offering the position.”

– Renee Griffin, Vera Bradley

VI. HUMAN RESOURCES ISSUES

Compensation

Compensation: Paid Internships vs. Non-paid Internships

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), many are unpaid and offer priceless experiences within a student’s field.

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

www.in.gov/labor

United States Department of Labor

(866) 4-USA-DOL

www.dol.gov/

When possible, 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 and social services 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 offering non-paid internships are encouraged 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; and
- working with the student to establish a schedule that allows him/her to work a part-time job while interning with the organization.

International Students

Many employers are concerned about liability related to the employment of international students in the United States due to changes in federal laws governing non-citizens, particularly the Immigration Reform and Control Act of 1986 (IRCA) and the Immigration Act of 1990 (IMMACT90). 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 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:

1. Optional Practical Training (OPT)
2. Curricular Practical Training (CPT)

OPT must be authorized by Citizenship and Immigration Services (CIS) based on a recommendation from the Designated School Official (DSO) at the school that issued the form I-20, a government document verifying the student's admission to that institution. The term "optional" means that students can opt to use all or part of their total practical training allotment (maximum of 12 months).

OPT can be authorized by CIS:

- during vacation when school is not in session (full-time employment is allowed);
- for part-time work, a maximum of 20 hours per week, while school is in session;
- after completing all course requirements for the degree; and
- full-time after completion of the course of study.

CIS will issue students who receive OPT permission an Employment Authorization Document (EAD). It includes their name, photo and valid employment dates. Employers should note that the average processing time for CIS to issue the EAD is two or three months. Students may begin employment only after they receive the EAD.

CPT may be authorized by the institution (NOT by CIS) for F-1 students participating in curricular-related employment such as cooperative education, work study, practicum and internship programs. Authorization is written on the back of the I-20 student copy and includes the name of the company, beginning and ending date, and signature of the DSO. Since each institution has different policies related to curricular-related employment, students should speak to their institution's DSO.

Processing time for CPT authorization varies. Employers should check with the student's institution for an approximate turnaround time. International students on F-1 visas are eligible for both curricular practical training 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. Those engaging in OPT prior to graduation may work for a maximum of 20 hours per week during their school term and 40 hours during their break period.

Academic Training for J-1 Students

Exchange students enter the U.S. on a J-1 visa. Practical training is called "academic training" for J-1 visa students. International students on J-1 visas are eligible for up to 18 months of academic training. Post-doctoral students are permitted three years. 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 Paper Work 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 student, the school and CIS. For curricular practical training, the school will make a notation on the student's copy of the I-20 form indicating that curricular practical training has been authorized, and specifying the duration and place of employment. Students authorized for optional practical training are required to apply to CIS (through the school) for an EAD.

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 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 CIS 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 exempt from Social Security and Medicare tax requirements for their first five years. However, if F-1 and J-1 students are considered "resident aliens" for income tax purpose (year six and after), 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 eight 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:

- F-1 students: 8CFR 214.2 (f) (9) &(10); and
- 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); and
- J-1 students: 8CFR 274a.12(b)(11).

Copies of the Code of Federal Regulations are available from the Superintendent of Social Security in Washington D.C. or at <http://www.gpoaccess.gov/cfr/index.html>.

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High School Students

Incorporating high school interns into an organization is becoming more common in Indiana. 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. 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
www.in.gov/labor

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

Insurance

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

- Accident/liability insurance: provided by the intern/parent/guardian. (Some organizations may require the school to provide liability insurance.)
- Automobile accident insurance: provided by the intern/parent/guardian for travel necessary for the internship.
- Health/life insurance: provided by the intern/parent/guardian.
- 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 personal insurance. (Paid internships require that students be covered by worker's compensation.)

Transportation

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

Housing

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. If none of the aforementioned options are available, www.internhousing.com can be a helpful resource for making living arrangements near your organization's location.

“Indiana INTERNnet is a tool for recruiting students who are actively seeking internships. Importantly, they want a meaningful internship that could translate into a future job opportunity.”

– Diana Nyirenda, Colliers Turley Martin Tucker

VII. HOW INDIANA INTERNnet CAN HELP

Indiana INTERNnet is an online resource connecting employers and students for internship opportunities. Employers may post an unlimited number of internships on the Indiana INTERNnet web site to promote the position(s) to thousands of college students statewide who are actively searching for internships. Getting started is easy: simply go to www.indianaintern.net, click on the “New User” tab and follow the instructions. Contact us with any questions at 1-866-646-3434 or internnet@indianachamber.com.

Web Site Resources

Indiana INTERNnet offers helpful web site features that do not require a login.

Visit www.indianaintern.net to access the following:

Events calendar: Listing of upcoming career/internship fairs, business-to-business expos, conferences, seminars, etc. (includes contact information).

College/university career center contacts: A direct link to each college/university career services office within the state to aid employers with campus recruiting.

Educational resources: Links to helpful information regarding internships, career services, Indiana laws, “brain drain,” etc.

Agreements and assessments: Internship agreement and assessment forms to aid in formalizing the internship experience for the student and employer. Each is available in PDF format for easy download and is also included in the Appendix.

FAQs: A list of frequently asked questions regarding the Indiana INTERNnet system.

Indiana INTERNnetwork newsletter: Pertinent topics such as experiential learning, career preparation, “brain drain” and Indiana’s economy are highlighted each month.

Indiana INTERNnation and social media: Indiana INTERNnet’s blog and social media accounts feature internship-related articles and advice for Indiana employers, students and educators.

Annual awards program: Information about our annual Indiana INTERNnet IMPACT Awards, which recognize internship excellence in the categories of Intern of the Year (both college and high school), Employer of the Year (both non-profit and for-profit) and Career Professional of the Year.

Success stories: Internship success stories from Indiana students, employers and educators.

Indiana INTERNnet has a full-time staff devoted to aiding you with your internship program. From developing an internship position description to providing direction for the online system to simply answering a question, contact us for a phone consultation or to arrange an in-person presentation for you and your staff.

VIII. SUPPLEMENTAL RESOURCES

Career Development Professionals of Indiana

Career Development Professionals of Indiana (CDPI) is dedicated to the advancement of the career services profession within Indiana by promoting improved communications and cooperative ventures among the member universities and colleges for the purposes of implementing professional development, employer development and public relations activities.

www.cdpi.org

Cooperative Education and Internship Association

For 40 years, the Cooperative Education and Internship Association has provided professional services to its members in cooperative education and internship programs in colleges, universities, government and business/industry.

(800) 824-0449 | www.ceiainc.org

Indiana Council for Internships and Cooperative Education

The Indiana Council for Internships and Cooperative Education is a non-profit statewide professional organization interested in promoting experiential learning opportunities by providing a forum for networking between educators and employers.

www.icice.org

Indiana Department of Education

The Department of Education works to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

(317) 232-6610 | www.ideanet.doe.state.in.us

Indiana Department of Labor

Helpful information regarding labor laws.

(317) 232-2655 | www.in.gov/labor

Indiana Department of Workforce Development

Indiana Department of Workforce Development (IDWD) manages and implements innovative employment programs for Hoosiers and facilitates regional economic growth initiatives for Indiana.

(800) 891-6499 | www.in.gov/dwd

Indiana Economic Development Corporation

The Indiana Economic Development Corporation (IEDC) helps businesses grow and thrive in Indiana by overseeing Indiana's statewide business attraction and development efforts, coordinating state programs and incentives, and providing technical assistance and business expertise.

(317) 232-8800 | www.in.gov/iedc

Indiana INTERNnet

Online system connecting Indiana employers with students for experiential learning opportunities with the goal of keeping students in the state post-graduation.

(866) 646-3434 | www.indianaintern.net

Intern Bridge

Intern Bridge conducts the largest internship-focused research projects in the country, develops resources for employers and universities, delivers seminars, workshops and presentations, and staffs organizations with highly qualified students.

(800) 531-6091 | www.internbridge.com

National Association of Colleges and Employers

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated. The professional association connects more than 5,200 college career services professionals at nearly 2,000 college and universities nationwide, as well as more than 3,000 HR/staffing professionals focused on college relations and recruiting.

(800) 544-5272 | www.naceweb.org

IX. 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 write, research, identify business leads and provide overall organization support?

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 host? 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 supervise an intern?

13. Is this a paid or unpaid internship? If unpaid, are there alternative forms of compensation that could be offered?

15. What are the dates for this internship?

16. Is this a part-time or full-time internship opportunity?

IX. APPENDIX – B

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: _____

Home Phone: _____

Cell 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: _____

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: _____

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 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: _____

IX. APPENDIX – C

Final Intern Evaluation by Intern Supervisor

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

Please provide your candid evaluation of this student's performance or skill level in each of the following areas. 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: _____

IX. APPENDIX – D

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=Lack 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?
- 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:

IX. APPENDIX – E

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.

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 IMPACT Awards Program

Do you know a high school or college intern that has made a difference in your organization? Have you worked with a business that truly values an internship program? Give those people and organizations the credit they deserve by submitting a nomination for the annual Indiana INTERNnet IMPACT Awards, a program that honors achievements in internships and mentoring.

Individuals are welcome to submit more than one nomination in any or all of the award categories. Award considerations include:

- **Outstanding Intern Award (both high school and college):** contribution to employer's business; demonstrated leadership skills; professionalism.
- **Outstanding Employer Award (both nonprofit and profit):** Innovative approach to an internship program; formation of meaningful project work; providing student with professional mentor and networking opportunities.
- **Outstanding Career Services Professional Award:** assistance to employers with the creation or enhancement of an internship program; communication with students and employers; coaching students on internship professionalism and career development.

Annual call for nominations is made in August with awards presented the following February at the annual IMPACT Awards Luncheon.





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