

Your progress in applying youth development

Internships: Tips and Tools



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Indicators of Youth Development Features in the Internship Setting

This table is adapted from Youth Internship Network Mentoring Guide. The following indicators will help you determine your progress in applying youth development principles to your work setting and internship program.

Key

- 1** We are just beginning to work in this area.
- 2** We have done some work, but have a long way to go.
- 3** We have made significant progress and are doing reasonably well.
- 4** We have achieved a high level of success in this area.
- 5** We are doing extremely well in this area.

Safety	
PHYSICAL	
Policies and procedures ensure the physical and emotional safety of a participating intern.	1 2 3 4 5
Intern is provided an orientation and tour of the workplace setting and is given an employee manual that outlines his or her rights, office policies and procedures.	1 2 3 4 5
Adequate space, resources, and reliable equipment are allocated to the intern.	1 2 3 4 5
Intern hours of employment (safety to and from work) are taken into consideration.	1 2 3 4 5
EMOTIONAL	
Intern is welcomed by management and employees.	1 2 3 4 5
Intern is known by name, by the staff in the unit where he or she works.	1 2 3 4 5
Employees are briefed prior to the intern starting employment.	1 2 3 4 5
The workplace climate emphasizes warmth and respect of all ages and cultures.	1 2 3 4 5
Intern is viewed as a resource by management and employees.	1 2 3 4 5
Intern is recognized for his or her contributions.	1 2 3 4 5
CLEAR AND HIGH EXPECTATIONS	
Agreement is developed about what is expected of the intern and is communicated to all employees.	1 2 3 4 5
Interns is provided a clear job description and set of expectations. Intern is asked his or her expectations.	1 2 3 4 5
Intern and all employees are expected to perform well and hold themselves to high standards of behavior.	1 2 3 4 5
Intern receives consistent and respectful feedback about how he or she is doing on work assignments. (Weekly check-ins and a midterm review are held with the supervisor/workplace mentor).	1 2 3 4 5
APPROPRIATE STRUCTURE AND CONTINUITY	
Workplace rules and guidelines are explicitly discussed with the intern.	1 2 3 4 5
There is continuity and predictability in supervisor/intern relationships, clear boundaries are established, limits of authority described and age-appropriate information on workplace rules provided.	1 2 3 4 5
Relationship Building	
GUIDANCE	
Intern is matched with at least one supportive supervisor/workplace mentor to guide him or her throughout the internship experience and who meets with him or her on a regular basis (weekly).	1 2 3 4 5
Mentors are trained in their roles and limits.	1 2 3 4 5

TIPS AND TOOLS #1, CON'T

EMOTIONAL SUPPORT

Employees model a sense of fun, good communication, support, and appropriate boundaries.	1 2 3 4 5
Intern is assigned to work with various people within the workplace and/or community.	1 2 3 4 5
Intern has opportunities to interview employees and learn about different jobs in the work site.	1 2 3 4 5

PRACTICAL SUPPORT

Intern is encouraged to participate in relationship building activities, such as employee lunches, job shadows, intern only events, meet and greets, and meetings with staff to learn about issues and business operations etc.	1 2 3 4 5
Intern is provided coaching and training as needed to ensure he or she has the skills to work effectively in a work setting.	1 2 3 4 5

KNOWLEDGE OF YOUTH

Information/training is provided to help employees understand the developmental needs of an adolescent, the culture the intern comes from, and how to effectively engage intern in the workplace setting.	1 2 3 4 5
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Youth Participation and Voice

INPUT AND DECISION MAKING

Intern is provided with opportunities to provide input into what he or she is assigned, how work gets accomplished.	1 2 3 4 5
Intern completes an expectations /interest worksheet the first week of the internship to determine what his or her goals are, what he or she wants to learn and the kinds of projects he or she might be interested in.	1 2 3 4 5
Intern is provided opportunities to share his or her ideas, passions and talents.	1 2 3 4 5

LEADERSHIP OPPORTUNITIES

Intern is given flexibility to shape his or her work experience.	1 2 3 4 5
Intern is given a range of opportunities to learn and practice leadership skills in the workplace setting.	1 2 3 4 5

SENSE OF BELONGING

There are opportunities for meaningful inclusion of a youth intern regardless of his or her gender, ethnicity, sexual orientation, or disabilities.	1 2 3 4 5
Intern participates in staff meetings and project committee meetings, is provided job shadows, is invited to staff lunches and employee celebrations.	1 2 3 4 5
Intern provides input and evaluation to improve the internship program.	1 2 3 4 5
Intern has at least one supervisor/workplace mentor or adult he or she can go to at the work site; and that person meets regularly with the intern and helps him or her learn about the workplace.	1 2 3 4 5

Skill-Building

CHALLENGING

Intern has at least one assignment that is designed to be challenging and to develop 21st century skills.	1 2 3 4 5
Menial tasks are kept to a minimum.	1 2 3 4 5
Assignments are designed so the intern can accomplish increasingly difficult tasks as skills and confidence develop.	1 2 3 4 5

INTERESTING

Work assignments address different levels of the intern's interests and abilities.	1 2 3 4 5
Intern learns about the range of careers in the field.	1 2 3 4 5

TIPS AND TOOLS #1, CON'T

GROWTH ENHANCEMENT

The program provides opportunities for the intern to engage in self-assessment and reflect upon work assignments; what he or she is learning, what he or she is good at and where he or she can improve. 1 2 3 4 5

Intern obtains mid and final evaluations on his or her attitudes, skills, attendance, behaviors, and quality of work. 1 2 3 4 5

Intern is encouraged to examine careers within the field of the internship and to understand the academic and other skills needed to grow in that field. 1 2 3 4 5

Community Involvement

ABILITY TO IMPACT COMMUNITY

Intern understands how he or she fits into the overall work of the company. 1 2 3 4 5

Intern feel he or she is making a difference to the organization and can articulate what that difference has been. 1 2 3 4 5

Intern develops a sense of his or her own abilities and desires to contribute to something greater than him or herself. 1 2 3 4 5

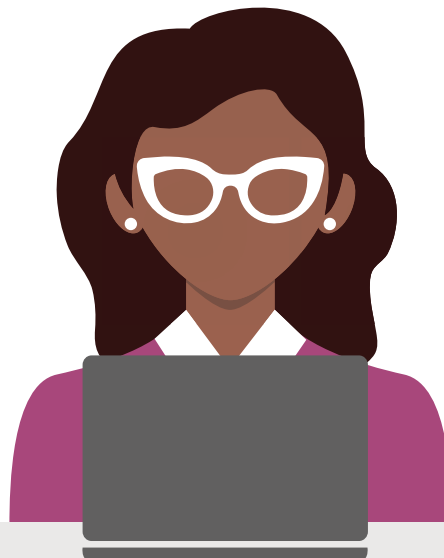
KNOWLEDGE OF THE COMMUNITY

Intern learns how the employer/internship site contributes economically and socially to the local and community. 1 2 3 4 5

Intern learns about the employer through interviews of staff, job shadows and work projects. 1 2 3 4 5

If the employer does community service, the intern is exposed to how this occurs and given a chance to participate in employer community service projects. 1 2 3 4 5

Table adapted from *Career Internship Network, Features of Positive Developmental Settings for Young People Network*



21st Century Skills Intern Self-Assessment

Intern: Place an X in the box that most accurately describes your current level with the skill in the left hand column.

	I am great at this skill	I definitely have this skill	I am okay at this skill	I need work on this skill	I need help with this skill
<p>Problem Solving: I can use knowledge and facts to solve problems and think through difficulties.</p>					
<p>Oral Communication: I have effective speaking skills one-on-one and in front of a group. I am good listener.</p>					
<p>Written Communication: I effectively transfer thoughts to paper and write reports.</p>					
<p>Teamwork: I work well with others and manage conflicts within groups.</p>					
<p>Diversity: I learn from working with individuals of different races, ages, genders, religions, lifestyles and viewpoints.</p>					
<p>Technology: I select and use appropriate technology and can use a computer to help do a job.</p>					
<p>Leadership: I encourage the strengths of others, develop others towards a common goal, and have a positive outlook.</p>					
<p>Creativity: I create original work, communicate new ideas, and brainstorm.</p>					
<p>Self-Direction: I continuously gain new knowledge and skills and learn from mistakes.</p>					
<p>Work-Ethic: I have effective work habits and time management. I am punctual, productive, and honest.</p>					
<p>Social Responsibility: I demonstrate ethical behavior and responsible actions with interests of the community in mind.</p>					

N. Arnett, G. Cochran, N. Grout, K. Catchpole. 2007. *Jet Journal*.

Developmental Characteristics of Adolescents

Early Adolescence (ages 12 to 15)

As their minds and bodies go through rapid changes, young adolescents look for ways to understand the young adults they are becoming.

In this time of emerging self-image, young adolescents can be characterized by these traits:

- Frequently uneasy about trying new experiences
- Anxious for peer-group approval
- Eager for adult status and privileges but not adult responsibilities
- Primarily focused on the present, rather than the future
- Sometimes unable to concentrate for long periods of time
- Prone to generalizing and making strong value judgments
- Learning to socialize with adults; especially interested in displaying these traits to adults other than parents

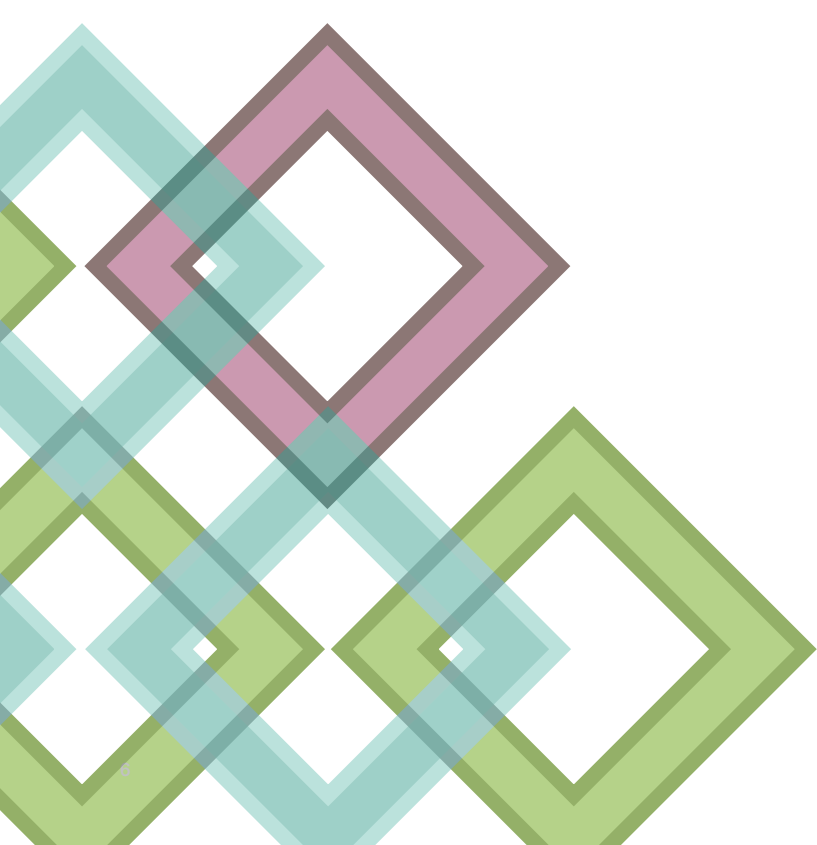
Late Adolescence (ages 16 to 18)

Late adolescence is a time when young people begin to define more clearly a sense of self, and test their ideas and interests in the context of the adult world. For most it is a period of burgeoning independence.

The following traits are characteristics of late adolescents:

- Eager for opportunities to make decisions
- Sometimes apt to challenge authority
- Very interested in physical appearance (their standards, not necessarily an adult's)
- Wanting independence and privilege but possibly having trouble with responsibility and personal discipline
- Feeling uneasy about their preparation for the future
- Trying out different values; beginning to build personal philosophies
- Highly sensitive to the reactions of adults and wanting respect, although they may feign indifference
- Likely to feel insecure in new settings with adults, though they may put on an air of confidence

Working with Teens <http://www.seattleschools.org/area/cte/downloads/appendix-workingwithteens.pdf>



Supervisor/Workplace Mentor Strategies for Handling Difficult Situations

What if you and the intern don't "click"?

Ask yourself, "Why?" Is a personality or cultural difference or a misunderstanding preventing you from connecting?

- Once you recognize the source of the problem, can you and the intern work through it by talking?
- If you cannot resolve your differences with the intern, is another staff person willing to mediate?
- If you and the intern are not able to resolve your differences, it is often better to terminate the internship than for you and the intern to have a long, unpleasant experience.

What if the intern asks a question you can't or don't want to answer?

- If a question makes you uncomfortable or is inappropriate, explain why you prefer not to answer.
- If an intern asks a personal question, you can respond in general terms. For example, if an intern asks how much money you earn, you can tell them what the salary range is for people in your position with your experience.
- If an intern's question regards work-related confidential matters, explain the company's policy on proprietary information.
- If you don't know the answer to a question, suggest ways to research the answer.

What if the intern doesn't fulfill the agreed upon work plan objectives or goals?

- Ask the intern if he or she is clear about the expectations for the experience. If not, review them and try to figure out together what was misunderstood.
- Review workplace expectations (e.g., productivity, being on time, not leaving early) and their importance.
- Review intern work plan with the intern. Pay particular attention to whether the tasks and timeline are realistic.
- Discuss ways in which the agreement could be revised to better meet the needs of both the intern and the company. What if the intern dresses inappropriately or uses inappropriate behavior/language?
- Talk to the intern. Review company policies and their importance. Discuss what is appropriate with friends or family may not be at the work setting, and vice versa. Explain that sometimes such differences between settings are insignificant; other times, they may cause serious misunderstandings.

- Assess whether the inappropriate behavior is "situational." Was the intern aware of the expectations of the workplace? Does the intern have access to appropriate workplace clothing?
- Consider the intern's interpretation of the situation. Ask the intern what prompted the behavior, and discuss alternatives.

What if the intern seems disengaged or bored?

- Is the intern really bored or disinterested, or is it a symptom of something else (e.g., are they shy, unclear about expectations)?
- Engage the intern in conversation to learn about his or her interests. Share your interests.
- Be creative and encourage the intern's creativity. In what ways can you both think "outside of the box" to appreciate the experience? What skills will the intern be able to transfer to other jobs or experiences that are closer to his or her interests? How can the current experience be refined to include projects or activities that interest the interns?

What if the intern is not interested in your job or industry?

- Point out the value of becoming familiar with different workplace environments and building awareness of the many ways academic, technical, and interpersonal skills are used in a variety of different jobs.
- Explain to the intern that sometimes learning about what you don't like is as powerful a lesson as learning about what you do like.
- Share stories about the different jobs you have had—what you did and did not like about them, and what you learned from these experiences. The intern may not aspire to your job, but he or she may be interested in aspects of your work.
- Ask the intern to explain why he or she is not interested in your job or industry. Is his or her opinion based on stereotypes? Does it reflect the true nature of your work? Ask what the intern finds interesting. Are there other jobs within your company or industry related to those interests?
- Is it possible for the intern to rotate between different departments in your company? Are there additional tasks the intern can take on, under your supervision, that relate to his or her interests?

TIPS AND TOOLS #5

Supervisor/Workplace Mentor Qualities and Responsibilities

Qualities of a Good

Supervisor/Workplace Mentor

- Is respectful of others
- Keeps a positive outlook on life
- Enjoys working with young people
- Likes or loves his/her work
- Listens and communicates well
- Stays flexible while keeping healthy boundaries
- Has capacity for sharing and empathy
- Promotes the growth and development of the intern
- Can make people and resources of the organization available to the intern
- Sees the intern as capable of making decisions and learning new things

The Most Important Responsibilities of a Supervisor/Workplace Mentor

- Models professional behavior and work habits
- Sets high expectations
- Helps the intern feel like a part of the workplace
- Takes the time to structure the intern's experience at the site
- Involves the intern in deciding the nature of the work
- Is consistent and dependable throughout the internship, spends time with the intern and gives encouragement
- Gives positive feedback when the intern handles a situation or task well
- Guides the intern towards maturity
- Encourages the intern to ask questions, reminding them that there are no stupid questions, pulls the intern aside to discuss a problem; does not discuss it in front of other people
- Provides ways to readdress and correct mistakes
- Assists the intern in obtaining additional resources and professional contacts
- Serves as a role model for the career field
- Understands the goals of the program and work towards them
- Communicates with site coordinators from partnering agencies

Adapted from the *New Urban High School, A Practitioner's Guide*.



TIPS AND TOOLS #6

Supervisor/Workplace Mentor Strategies for Success

KEEP A WATCHFUL EYE

Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

ASK OPEN-ENDED QUESTIONS

Check periodically to see how well and how much the intern is learning. Ask open-ended questions such as, "What has been most challenging to you these past few weeks?"

PROVIDE SUPPORT WITHOUT RESCUING

Too often mentors say, "Let me show you how to do that," when they should be asking, "What do you think you should do next?" It takes patience and courage to stand back and let an intern risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.

AVOID MESSAGES OF PERFECTION

The greatest gift a supervisor/workplace mentor can give the intern is authenticity. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure the intern sees and hears that you are not always an expert and that you are still a learner yourself.

Sample Agenda

Experience shows that employers who take adequate time at the beginning of the internship to orient the intern reap productivity and effectiveness more quickly than those who do not.

In orienting the intern take time to do the following:

Questions to ask the Mentee:

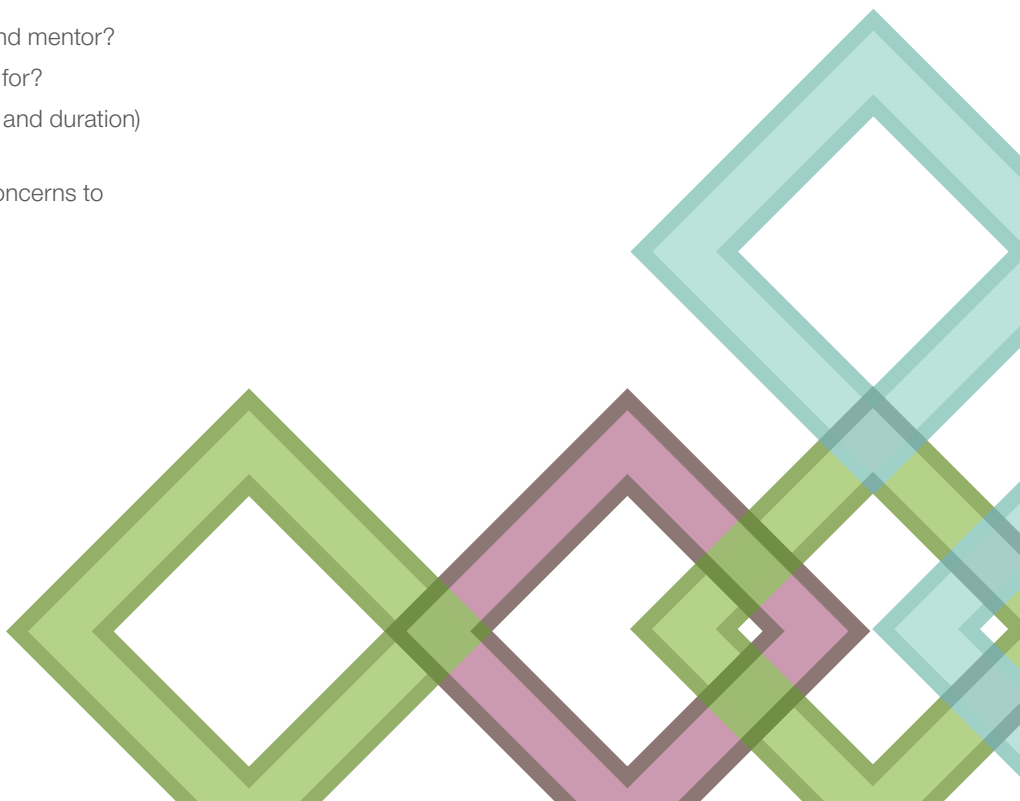
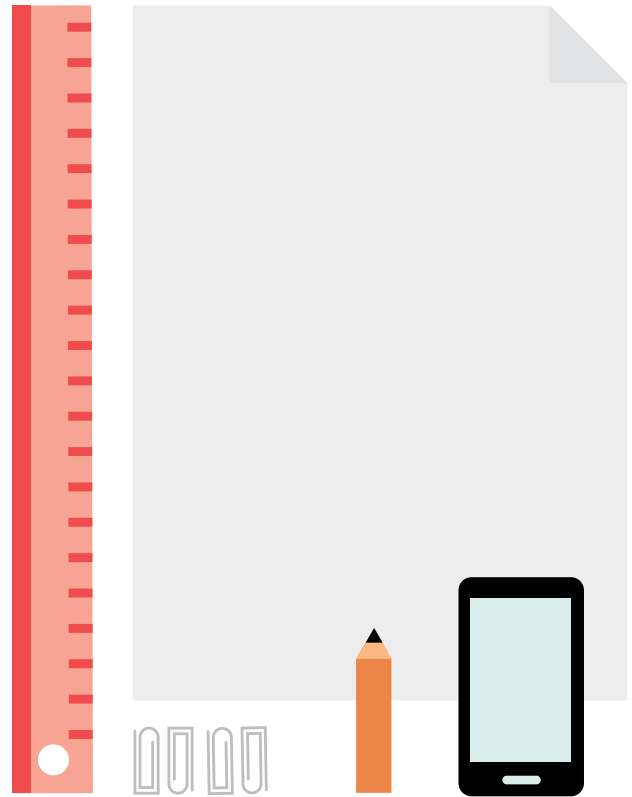
- What do you hope to get out of the mentor/mentee relationship?
- Share about your journey to the energy industry
- What are you most excited about with your new job?
- What are you most apprehensive about with your new job?
- Which nuances do you think might be different in working for an energy company?
- Tell me about your family and interests outside of work

Explain the Mission of the Organization

- How did the company start? Why?
- What is unique about your product or service?
- Who benefits from your product or service?
- How may the intern contribute to the company's work?

Explain the Organization's Structure

- Who reports to whom?
- Who, specifically is the intern's supervisor and mentor?
- What is the intern's department responsible for?
- What access to the supervisor (days, times, and duration) does the intern have?
- Who should he or she direct questions or concerns to when his or her supervisor is gone?



Designing an Internship Program—Questions to Get Started

How many interns should you take?

The number of interns that you choose to accept will depend upon the physical space you have available; the number of staff you have to supervise or mentor; and the amount of work you have available.

Do you want an intern for a specific project or general support around the workplace?

- What are the tasks and objectives of the project? What are the deadlines for completing the tasks and objectives?
- Does your company need an intern to perform administrative and support functions including data entry, answering telephones, filing, etc.? If so, what percentage of the intern's time will be spent on these activities?

Will the intern work in one area or rotate through departments?

- Will the intern rotate through departments or will he or she have a single assignment and work for one person on one or several projects?
- Will employees from each department be designated to train the intern on particular department functions?

How will you keep the intern busy?

The best way to keep an intern busy and productive is to have a plan ahead of time, before the intern arrives. Since the intern will be at the workplace for an extended period of time, the supervisor should have an idea of potential projects and assignments identified, so there isn't any "down time." Each week, the intern should have specific assignments that relate to a work plan that is created in partnership with the intern within the first day or two of his or her arrival on the work site.

How will you ensure all youth are welcome and address racial and age bias?

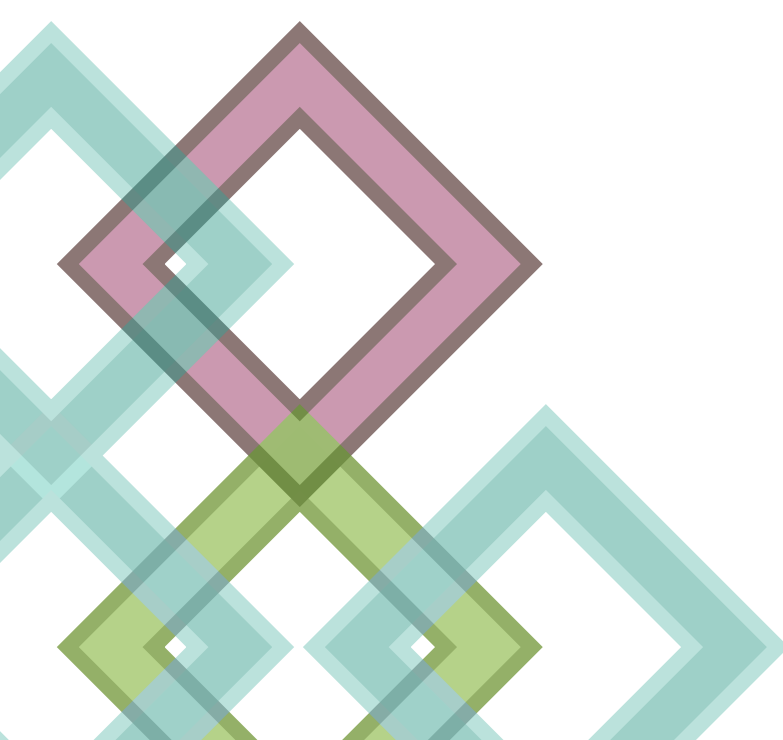
It is important to be aware of and knowledgeable about the cultural differences of youth who participate in the internship program. Youth who participate in SETA – Sacramento Works for Youth programs come from all backgrounds. All, however, face at least one or more "barriers to employment." Employers should be sensitive to the individual needs of the intern, including youth of color, those with disabilities, those who speak English as a second language.

What will an orientation to the workplace look like?

- An effective orientation establishes expectations, roles, and protocol while setting a welcoming tone. The structure of the orientation will depend on whether you have multiple interns, or just one or two participating youth. If there is only one in-coming intern, how will he or she be welcomed?
- Will there be welcoming materials or a gift for the intern?
- How will the intern learn about the company and how his or her work connects to the entire organization?

What training will you provide the intern to develop soft skills?

- Keep in mind that youth need exposure to a variety of supports and opportunities in order to develop social skills. The intern can learn how to use soft skills by observing staff meetings and participating on teams and committees.
- If your organization is partnering with an employment training agency, they may already provide training that can be reinforced by the supervisor/workplace mentor and other employees working with the youth.



How will the intern's interest be incorporated into assignments?

- Perhaps you can identify many different kinds of projects that need to be done and give the intern some choice.
- Be honest with the intern about what he or she can expect during the internship. Honesty doesn't cost you anything, and it will make the intern feel that much more respected.

How will the intern be recognized for their work?

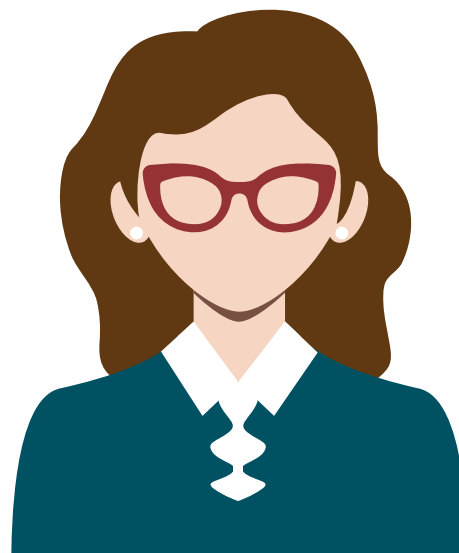
- Will you pay the intern? Everyone likes to be recognized and appreciated for a job well done.
- Will you formally recognize the intern's contributions at a staff meeting or in a newsletter? Maybe the intern can showcase some of the work he or she has done at a special event.
- Will you provide a certificate, or plaque of appreciation at the end of the experience?

Who will have the primary responsibility for the intern?

Will that person be a supervisor/workplace mentor or merely a supervisor? The designation of a supervisor who will work closely with the intern can be essential in creating a successful experience. Ideally, the supervisor/workplace mentor should be someone from the department where the intern is working and who is very familiar with the projects and tasks the intern will be performing. This person should like young people and be able to model professional and engaging workplace behavior while teaching and training the intern.

How will you train staff who will be working with the intern?

- A couple of hours of training can go a long way in creating a positive experience for employees and the intern.
- One option is to work with your local employment agency and youth development partners to address the training needs of staff working with the intern.
- Training can help employees recognize and address concerns, biases or stereotypes they may hold about teenagers while also covering mandatory policies and procedures related to issues such as sexual harassment.



Sample Job Description

Company name/description:

Internship title:

Internship description (duties and essential responsibilities):

Job specifications (knowledge, skills and abilities required to the job):

Preferred qualifications (personal attributes, interests, extracurricular activities and talents preferred for the job):

Physical requirements of the internship:

Any training that will be provided:

Compensation: Unpaid/Paid

Length of the internship (start-finish dates):

Work schedule (days of the week/time of day):

Number of hours (full-time/part-time):

Internship contact:

Company address:

Website/E-mail:

Application deadline:

TIPS AND TOOLS #10

Intern Orientation—Sample Agenda

- Check-in and greetings; introduce staff
- Complete paperwork; (social time while waiting, hand out packets, welcome gifts, serve refreshments)
- Icebreaker/introduction of interns—have the interns pair up, interview each other (5 minutes), then introduce each other to the group
- Mission of the organization
- Organization's structure
- Outline organizational rules, policies, decorum and expectations
- Tour the facility
- Allow time for interns to share their expectations
- Define the interns' responsibilities/ expectations
- Team-building activity
- Closure

TIPS AND TOOLS #11

Intern Orientation—Checklist

Experience shows that employers who take adequate time at the beginning of the internship to orient the intern reap productivity and effectiveness more quickly than those who do not. In orienting the intern, take time to:

Explain the Mission of the Organization

- How did the company start? Why?
- What is unique about your product or service?
- Who benefits from your product or service?
- How may the intern contribute to the company's work?

Explain the Organization's Structure

- Who reports to whom?
- Who, specifically, is the intern's supervisor?
- What is the intern's department responsible for?
- What access to the supervisor (days, times, and duration) does the intern have?
- Whom should he or she direct questions or concerns to when his or her supervisor is gone?

Outline Organizational Rules, Policies, Decorum and Expectations

- Is there specific industry jargon?
- What are the specific work standards and procedures?
- What is acceptable with regards to dress and appearance?
- What are the rules for cell phone usage, text messaging and e-mailing?
- How does the mail, telephone, and other office equipment work?
- By what safety regulations must he or she abide?
- What should they do in an emergency or if he or she is sick?
- How should the intern maintain the work area?
- What should he or she do when work is completed?
- What forms or reports need to be completed?
- Are there security or confidentiality issues the intern should be aware of?

Define the Intern's Responsibilities

- What is the intern's role? Provide a clear job description.
- What projects will be assigned to him or her?
- What resources and training are available to the intern?
- How does the organization want the intern to deal with clients and vendors?
- Do other employees understand the intern's role?

True, Michael. *Starting and Maintaining a Quality Internship Program, 5th Edition*. Grantham, PA: Messiah College. Modified.



Sample Table of Contents for an Intern Handbook

- Welcome
- About the organization
- Organizational structure
- Organizational acronyms and terms
- Intern responsibilities
- Supervisor/workplace mentor responsibilities
- A copy of 21st Century Skills Intern Self-Assessment (Tips and Tools #2)
- A copy of the Intern Expectations and Interests Form (Tips and Tools #13)
- Policies/procedures
- Benefits to the intern
- Accessing future employment opportunities
- Frequently asked questions and answers

Intern Expectations and Interests Form

(To be completed by the intern and shared with the supervisor/workplace when developing a work plan.)

Please take a moment to answer the following questions in order to let us know what we can provide to make this internship a meaningful experience for you.

Intern's Expectations

List three things that interest you about this occupation:

1. _____
2. _____
3. _____

List three skills/experiences you want to gain from the internship:

1. _____
2. _____
3. _____

Mark the top three 21st century skills you would like to develop from this experience:

- | | |
|------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Problem-Solving | <input type="checkbox"/> Diversity |
| <input type="checkbox"/> Technology | <input type="checkbox"/> Oral Communication |
| <input type="checkbox"/> Self-Direction | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Written Communication |
| <input type="checkbox"/> Social Responsibility | <input type="checkbox"/> Work Ethic |
| <input type="checkbox"/> Teamwork/Working | |

Linking Education and Economic Development's *Employer's Internship Guide*. Modified.

The Work Plan Worksheet

Mentor, it is important take time to consider how you can make the most out of your time as well as the intern's time. Work through these steps with the intern to develop a direction for assignments.

STEP 1 What interests and expectations has the intern identified on the Intern Expectations and Interests Form? (Tips and Tools #13)

STEP 2 What projects and work assignments are available to the intern and how do these fit with the company's goals?

STEP 3 What are the skills required for the project/work assignment?

STEP 4 What skills/interests identified by the intern can be incorporated into the work assignment?

STEP 5 How will your intern obtain new skills/knowledge? What kind of support might you need to provide?

STEP 6 Agree upon a project/assignment.

STEP 7 Break the work down into tasks.

STEP 8 Schedule timelines for completion of tasks.

STEP 9 Schedule regular meetings to review the progress of the intern's work.

STEP 10 What is the best way for the intern to ask questions, or share concerns between scheduled meetings?

Sign below and keep one for both you and intern to refer to from month to month.

Intern Signature

Mentor Signature

Date

Mid and End-of-Term Intern Performance Review

To be completed by the supervisor and shared with the intern.

Section 1: Personal Traits

Reliability

- Exceeds expectations
- Meets expectations
- Below expectations

Ability to listen

- Exceeds expectations
- Meets expectations
- Below expectations

Attitude towards work

- Exceeds expectations
- Meets expectations
- Below expectations

Level of professionalism

- Exceeds expectations
- Meets expectations
- Below expectations

Productivity

- Exceeds expectations
- Meets expectations
- Below expectations

Relations with coworkers

- Exceeds expectations
- Meets expectations
- Below expectations

Response to supervision

- Exceeds expectations
- Meets expectations
- Below expectations

Attendance

- Exceeds expectations
- Meets expectations
- Below expectations

Appearance

- Exceeds expectations
- Meets expectations
- Below expectations

Comments:

Section 2: 21st Century Skills

Problem Solving: uses knowledge and creativity to solve problems.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Oral Communication: Verbalizes ideas and concerns appropriately.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Written Communication: effectively transferred thoughts to paper.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Teamwork: works well with others toward a common goal.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Diversity: learns from working with people with differing points of views, lifestyles and cultures.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Technology: selects and uses appropriate technology for research and other needs.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Leadership: uses skills to guide others toward a goal.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Creativity: demonstrates inventiveness and shares new ideas effectively.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Flexibility: adapts to various tasks and responsibilities.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Work Ethic: honest, punctual, and good work habits.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Social Responsibility: acts responsibly with the larger community in mind.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Self Direction: manages time and stays on task, learns from mistakes.

- Exceeds expectations
- Meets expectations
- Below expectations
- Not applicable

Comments:

Intern Evaluation of the Internship

Please respond to the following questions regarding your internship experience and site:

Your name: _____ Date: _____

Organization: _____

Location: _____ Supervisor: _____

Please rate the following aspects of your internship experience on the basis of this scale:

(1) Poor (2) Fair (3) Good (4) Excellent

SITE

Physical environment was safe	1 2 3 4
An orientation was provided to the organization	1 2 3 4
Adequate resources were available to accomplish projects	1 2 3 4
Coworkers were welcoming and helpful	1 2 3 4

SUPERVISOR

Regular feedback was provided on my progress and abilities	1 2 3 4
An effort was made to make the internship a learning experience for me	1 2 3 4
Supervisor provided levels of responsibility consistent with my abilities	1 2 3 4
Supervisor was supportive of the agreed upon work days and hours	1 2 3 4

LEARNING EXPERIENCE

Work experience related to my expressed interest and expectations	1 2 3 4
Opportunities were provided to develop my communication skills	1 2 3 4
Opportunities were provided to develop my interpersonal skills	1 2 3 4
Opportunities were provided to develop my creativity	1 2 3 4
Opportunities were provided to develop my problem solving abilities	1 2 3 4
This experience has helped prepare me for the workplace	1 2 3 4
Overall value rating for this internship	1 2 3 4

1. Feel free to explain any of your responses to the above criteria here (use other side if necessary):

-
- 2. Would you work for this supervisor again?** Yes No Uncertain
- 3. Would you work for this organization again?** Yes No Uncertain
- 4. Would you recommend this organization to other students?** Yes No Uncertain

True, Michael. *Starting and Maintaining A Quality Internship Program, 5th Edition*. Grantham, PA: Messiah College. Modified.

Useful Websites

California Department of Industrial Relations

<http://www.dir.ca.gov/dlse/DLSE-CL.htm>

This site contains information regarding child labor laws and work permits for young workers.

The California Mentor Foundation

<http://calmentor.org/cm/about/Home.html>

The California Mentor Foundation (CMF) was founded in 1998 to provide a unified, collective voice for California's youth mentoring programs. CMF provides funding, advanced training, quality assurance standards, and technology support to more than 400 mentor programs.

California Resource Network for Young Workers Health & Safety

<http://www.youngworkers.org/home.htm>

The laws noted at this site are specific to California. This site offers teen safety information for employers, parents, teachers, and students including fact sheets, posters, and graphs.

The Career Internship Network (CIN)

<http://www.careerintern.org/cin/about/>

CIN, a program of the Youth Development Institute of the Tides Center, comprises 30 New York City institutions with established internship programs that provide adolescents with direct experience and understanding of careers. CIN's professional development for staff of member programs includes workshops, structured site visits, information, and materials.

Cornell Youth and Work Program

<http://cywparhive.human.cornell.edu/mentoring/index.html>

This site has archived information on the Cornell Youth Work: Mentoring Project. Topics for mentors include: "A Guide to Teaching and Learning;" "What Youth Learn;" "How Mentors Teach;" and training tools.

Forum for Youth Investment

<http://www.forumforyouthinvestment.org>

The Forum for Youth Investment is a nonprofit, nonpartisan "action tank" dedicated to helping communities and the nation make sure all young people are Ready by 21[®]: ready for college, work and life. Informed by rigorous research and practical experience, the Forum forges innovative ideas,

strategies and partners to strengthen solutions for young people and those who care about them. A trusted resource for policy makers, advocates, researchers and program professionals, the Forum provides youth and adult leaders with the information, connections and tools they need to create greater opportunities and outcomes for young people Northwest Regional Educational Lab (NWREL):

Center for School Family and Community

<http://www.nwrel.org/ecc/index.html>

The NWREL Education, Career, and Community Program helps educators, businesses, and community leaders prepare youth and adults for a quality work life, active citizenship, and a lifetime of learning. ECC offers a wide range of products, training, technical assistance, and consultation services.

New World of Work

<http://www.21stcenturyskills.org/>

Serve as a catalyst to position 21st century skills at the center of US K–12 education by building collaborative partnerships among education, business, community and government leader. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills. This skill set includes:

- Information and communication skills (information and media literacy skills; communication skills)
- Thinking and problem solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
- Civic literacy

SAMPLE SURVEY FOR GATHERING FEEDBACK FROM INTERN SUPERVISORS

Gathering feedback from those working directly with the students can be very valuable to improving and/or expanding a program.

Q1. How helpful were the students that you were assigned?	Limited	Sometimes Helpful	Helpful	Very Helpful	Don't Know
Q2. To what extent would you agree with the statement, "I enjoyed hosting the students?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q3. To what extent would you agree with the statement, "I had a positive experience working with the students?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q4. To what extent do you agree with the statement, "I think the students had valuable learning experience?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q5. To what extent do you agree with the statement, "I feel like I made a difference in the life of a student?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q6. What suggestions do you have for improving the program? <i>(optional)</i>	Open ended question				
Q7. Is there any advice you have for next year's students? <i>(optional)</i>	Open ended question				
Q8. Is there anything else you would like to share? <i>(optional)</i>	Open ended question				



Recruiting Interns and Legal Issues

How will you find those ideal candidates to fill your internship position(s)?

The number one tip from those who have established programs is to start recruiting early! This cannot be overemphasized to organizations that want the very best interns.

Students begin making commitments to course schedules as much as two-three months prior to the next semester as well as making commitments to part-time jobs. Begin searching as much as a year in advance but no later than three to four months before you need a student to begin. Starting early has other advantages. The longer you accept applications, the greater number of applications you have and you increase your chance of finding the best person for the internship.

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

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

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

With careful hiring consideration, you can avoid some of the most common pitfalls of internships.

Last, but certainly not least, learn the legal implications of hiring interns. Just like any other workers, interns are subject to legal protections and regulations. Protect yourself and your intern by knowing the laws. What work can and can't you assign? This is especially important if your company employs international students, who need special qualifications to work in the U.S. Consult your corporate lawyer or the intern's school office of international education, if you think you are unfamiliar with the hiring of international interns.

Do You Have to Pay Interns?

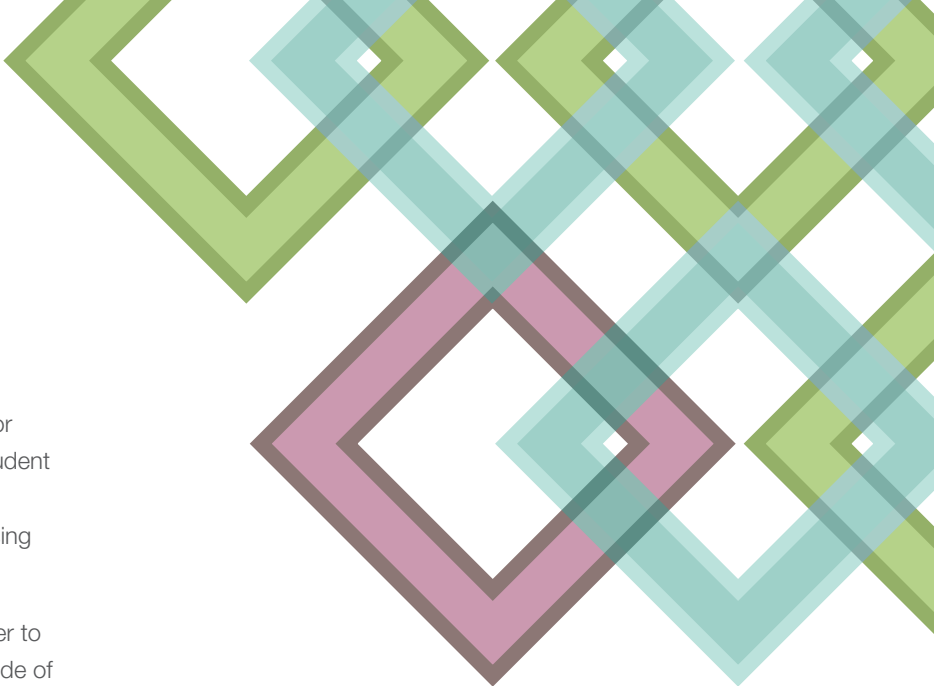
The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

You do not have to pay interns who qualify as trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

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

Workers' and Unemployment Compensation

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



Keep In Mind

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

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

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



International Students

The most common types of visas employers will see on college campuses, when recruiting international undergraduate or graduate students for either full-time or internship positions, are the F-1 and J-1 visas.

“An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. This is the most common non-immigrant visa for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program and 12 months of post-program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa.”

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

Also see the website of the U.S. Citizenship and Immigration Services – <http://uscis.gov/graphics/lawsregs/index.htm>
Title 8 of the Code of Federal Regulations, Section 214.2 (f)

Top Ten Concerns of Interns

1 GIVE US REAL WORK!

It cannot be said too many times that interns want to work and learn. An internship can help you with projects and assignment that may not get accomplished otherwise. If you have brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.

2 DO WHAT YOU SAY, AND SAY WHAT YOU DO!

Be honest with your interns about what they can expect during their internships. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing “grunt work,” then bad feelings may develop. Honesty does not cost you anything, and it will make the interns feel that much more respected.

3 WE LIKE FEEDBACK!

Remember that interns are students, and they may not have the business skills, experiences and workplace behaviors that you take for granted. If your intern makes a mistake, use this as a “teaching moment” and pull him or her aside and explain how the situation should be handled in the future.

4 WE WANT TO BE INCLUDED TOO!

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern’s work, the product will be much better.

5 PLEASE EXPLAIN.

When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who has never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6 I WANT A MENTOR!

Make sure that interns have mentors or supervisors to provide guidance. Identify those who truly like to teach and train, and the experience will be even better.

7 A MINUTE OF YOUR TIME PLEASE.

The best mentor in the world is useless if he or she cannot or will not spend the necessary time mentoring. As newcomers, interns may not speak up if they are feeling ignored, so the burden of making sure they are okay is on the mentor. If the busiest person in the office wants to be the designated the mentor, he or she should schedule regular times to meet with the intern.

8 BE PREPARED!

That wonderful day has arrived and the intern begins his/her internship only to learn that no one knew they were coming, and there is no place for them to work.

9 UM...I NEED A CHAIR.

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

10 SHOW ME THE MONEY (AS BEST YOU CAN).

While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.

Frequently Asked Questions

What types of tasks should I give my intern?

The tasks or projects assigned will depend on each individual company. Try to give the intern projects that will tie in previous coursework or will give them something physical to show at the end of their tenure with your company. The intern is working with you to advance their professional skills and is capable of contributing innovative thinking based on college courses that they have taken.

How can I make my program exciting and productive?

The intern will need to have a well rounded experience, with exposure to a number of different areas within the organization. Most importantly, there must be an organized plan. There should be an orientation process during which the intern will learn how their department fits within the structure of the entire organization. The best way to stay organized is to develop a plan before the intern arrives and outline the projects and goals ahead of time. A different assignment could be assigned each week, or the intern could rotate to different departments within the organization, developing different skills.

What are the legal issues associated with hiring an intern?

Some possible legal issues include compensation, confidentiality, equal opportunity employment, discrimination, and harassment. Please check with your organization's Human Resources Department for assistance. If you do not have an HR department, please email Debra Moesch-Shelley at d1m8@cornell.edu for further assistance.

Do I need to pay interns?

Most of the internships secured through the Entrepreneurship@ Cornell program are paid. Once in a while, we do advertise non-paid positions to students. But most students are expecting a summer salary. Our program does receive funding from the New York State Centers for Advanced Technology (CAT) to help subsidize internships.

How long do I need to hire an intern?

This program was designed to encourage and provide summer internships. If you are pleased with your intern's work or have decided that internships are a great source of inexpensive labor with productive results, you are free to extend the internship opportunity.

What are my responsibilities as an internship employer?

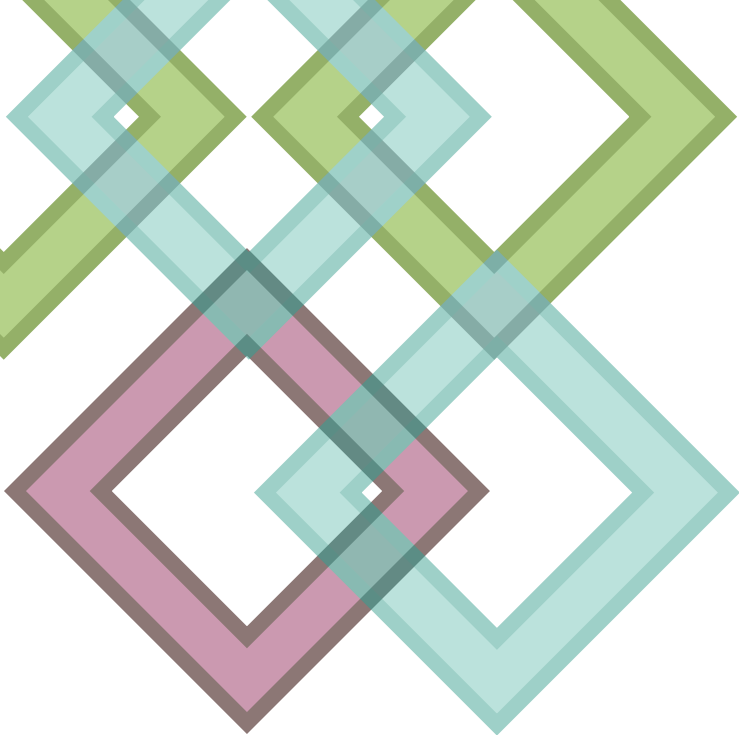
As an employer, it is up to you to provide an open line of communication, a safe work environment, challenging and meaningful work, supervision, and feedback regarding the intern's performance.

Are interns eligible for workers' compensation benefits?

State workers' compensation laws do not distinguish between employees and paid interns. They are considered employees for this purpose. Your premiums should not increase by much because the interns will have little effect on your payroll and experience rating, two of the factors on which premiums are based.

Are interns eligible for unemployment compensation at the end of the internship?

Generally, the answer is no. Unemployment eligibility is based on a person's availability for work, thus excluding interns who currently are in school or will return to school after a summer internship. Ask the student if he/she intends to return to school. If the answer is no, you can prevent misunderstandings by explaining that the intern position is just for the summer and you can't promise regular full-time work when it's over.



What do I do if there is a problem with my intern?

Your organization is offering the intern an opportunity to gain hands-on, “real world” experience. As this may be the intern’s first professional experience, it is recommended that you constructively approach this subject. Just like any other employee of the company, there are specific rules to follow and appropriate behavior to be demonstrated. Hopefully, as a result, the student may learn something that can be corrected in the future. We can help you in this process. Please feel free to call Debra Moesch-Shelley at (607) 254-2802 if problems arise.

Do equal employment opportunity laws apply to interns?

Federal laws, such as Title VII of the Civil Rights Act and the Americans with Disabilities Act (ADA) do not define who qualifies as employees and who does not. They prohibit discrimination in recruiting, hiring and employment practices. Therefore, you should treat intern candidates the same as all other applicants and base your hiring decisions on their qualifications, rather than on gender, race, color, age, national origin, religion or disability.

Are you liable if an intern experiences or instigates harassment (sexual, racial or ethnic) while on the job?

Yes. If an intern is harassed at your worksite and you do nothing about it, your company is exposed to the risk of lawsuits. Therefore, take time to advise new interns of your guidelines regarding appropriate workplace behavior, your company’s harassment policy and its complaint procedures. To fend off any problems, let your regular employees know that the policy applies to interns as well and that you expect students to be treated appropriately.

How do I sign up?

All you will need to do is fill out the Entrepreneurship@Cornell internship application form at www.eship.cornell.edu/activities/internships/company/ by clicking on the application form link. If you have any questions, please email Debra Moesch-Shelley at d1m8@cornell.edu or call her at (607)254-2802.

