

Developing an Internship Program

A step-by-step customized approach



GREATER BALTIMORE  COMMITTEE

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¹ Disclaimer: **Internship** information is provided with the assistance of Thomas P. Miller & Associates, LLC and is believed to be accurate. While the GBC has utilized Career Philly's Internship in a Box, within **Internship** cannot be guaranteed, nor can the GBC accept any responsibility for its accuracy and completeness. Limits of Liability: The GBC, its employees and contractors shall not be liable in the event of incidental or consequential damages in connection with, or arising out of, the providing of information offered here.

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Executive Summary

This handbook is designed to assist GBC member companies with developing an internship program. This best practices binder can be used as your step-by-step process for designing your customized program for high school, college and graduate programs based on your individual organizational needs.

An internship is a period of practical training, carried out by a student within a company or organization. An internship can be offered by any type of company or organization, large or small, for-profit or not-for-profit, and within any industry or economic sector.

An internship program can provide many benefits to your company or organization. Several of these include:

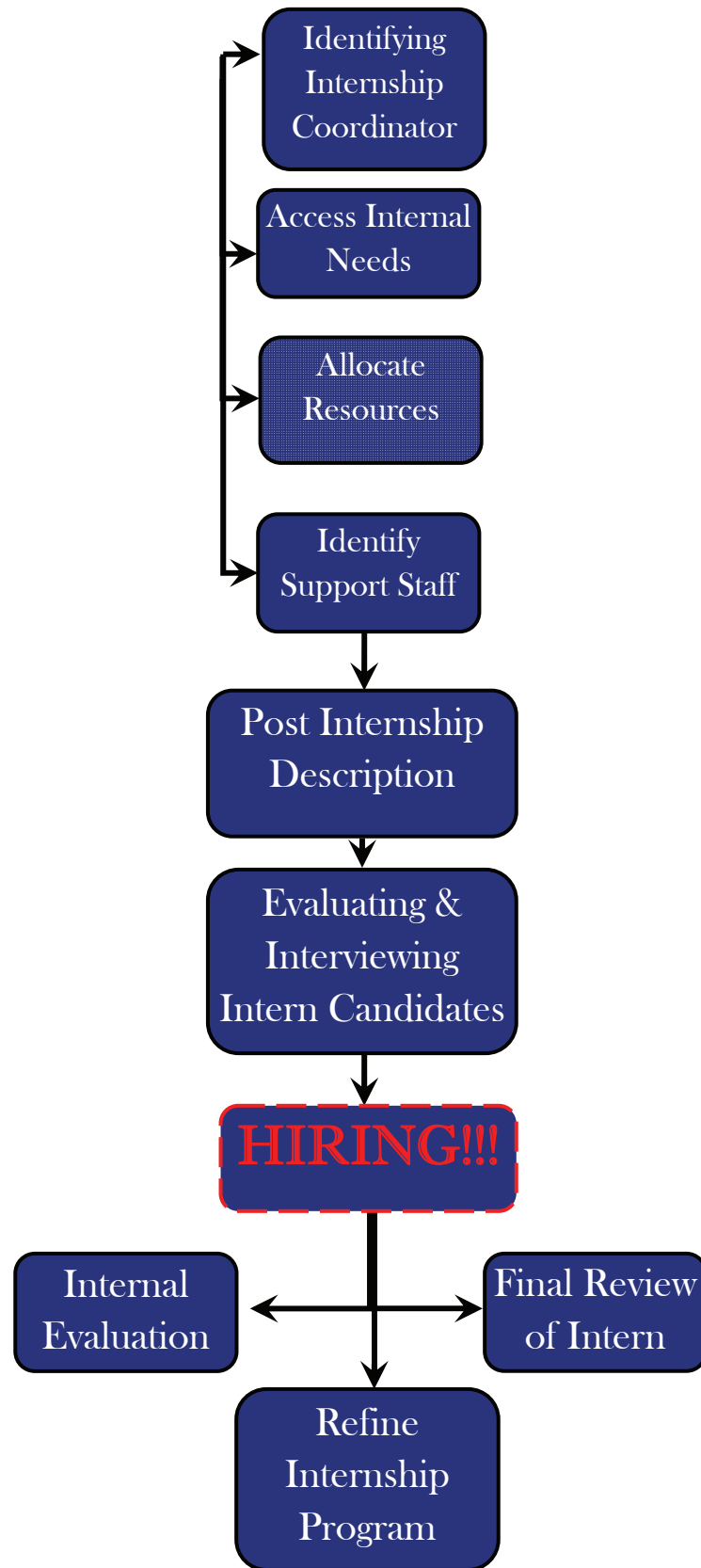
- Completion of a specific work project
- An early start on training your future employees
- Students bringing new technologies and ideas from the classroom into your organization
- Providing diversity within your workforce

Within this handbook, you will find step-by-step instructions for beginning your internship program including: planning, implementation and evaluation. Track your progress using **THE INTERNSHIP PROCESS** chart on the following page. Each step is discussed in greater detail in later sections.

Additionally, you will find several sections devoted to particular aspects of your internship program, including frequently asked questions, best practices, suggestions for leveraging college and university relationships, and consideration for legal issues. The Appendix includes various resources you can personalize for your organization.

Internships are a win-win situation for employers and students, and we invite you to utilize the GBC Internship Handbook to begin your internship program.

The Internship Process



Importance of Internships

There are many questions you may ponder when someone in your organization first suggests the idea of developing an internship program. This handbook will answer many of your questions, as well as outline some of the benefits internships provide to your organization. This handbook will also offer step-by-step instructions for developing your successful internship program.

What is an internship?

An internship is a period of training, carried out by a student within a company or organization. Simply put, through internships or experiential education, students learn by doing.

Internship duration can be customized to your needs, though they typically will coincide with the school semester schedule. Students seek internship opportunities throughout the entire academic year as follows:

- Fall Semester- September through December
- Spring Semester- January through April
- Summer Break- May through August

Internships may last an entire year, or even longer, depending on your project needs and the intern's availability.

Can my organization offer internships?

Internship opportunities can be offered by any type of company or organization- from a large corporation, to a start-up firm, to a not-for-profit organization. Any environment can offer a student the opportunity to learn by doing. In a small business, students can experience many facets of the company.

Isn't it a lot of work to develop an internship program?

No, though it does require good planning. Proper planning will lead to the successful launch of your internship program, and ongoing evaluation can help you improve your program once you have begun. This handbook can be a great resource – walking you through these critical steps in the planning and evaluation of your program.

How Companies Benefit from Internship Programs

Interns can complete project work and increase your organization's productivity.

- Interns are highly motivated to produce quality work. They want to make a meaningful contribution, and continue to develop their professional skills.

Begin training your organization's future workforce.

- More than fifty percent of interns return after graduation as full-time employees to the company where they interned.²
- Best of all, these candidates already have the "inside track" –they know your team members and how you work.

Streamline your recruitment process and fill your talent pipeline.

- By maintaining contact with interns after they return to school, you will simplify the process of recruiting them when they are ready to graduate.
- You have already been through a "trail run" with these candidates during their internships. You know the talents they possess and the quality of work they produce.

Internship programs are cost effective.

The presence of interns provides an opportunity for mid-level staff to learn to manage since they are typically responsible for day-to-day direction of interns.

- This provides an opportunity for career and personal growth for these full-time staff that may not be possible otherwise.

Interns can bring the newest technology from the classroom into your company or organization.

- Many colleges and universities teach cutting-edge technologies, from computer programming languages to innovations in engineering.
- Students can bring fresh ideas and energy into your organization.

² Source: National Association of Colleges and Employers.

Interns can be another source for the recruitment of diverse employees into your company or organization.

- Interns from diverse backgrounds can bring new perspectives to your company.
- Recruitment of diverse interns can be one element of a long-term diversity recruitment strategy.

Who else benefits when my organization develops an internship program?

An internship program offers benefits to your organization, to the students and to your community. Students look for internship opportunities as a way to develop their skills and apply the knowledge they are learning in their coursework. Students also benefit from the "real world" experience they can gain, which gives them professional experiences to remain competitive when seeking employment after graduation.



Your community also receives long-term benefits from internship opportunities provided to its students. Since more than 50 percent of interns return after graduation to the companies where they were interns, internship programs can have a positive impact on the retention of college graduates and skilled workers in your community's workforce (i.e., reduce the local 'brain drain'). A knowledgeable workforce-of both students and professionals-can be a strong tool for economic development and attraction of new businesses to your region.

Customizing Internship Programs to Meet Your Organizational Needs

An internship program offers your organization the opportunity to begin training future employees while they are still in school. Here are some questions to consider when designing your unique internship program.

Are there roles within your organization where you frequently hire new employees?

- Sales Representatives
- Research
- Technicians
- Community Outreach

Many organizations have particular roles for which turnover is high, or new employee recruitment is fairly constant. An internship program can help your organization fill this pipeline.

Are there skill areas required by your organization that are typically not learned in the classroom?

- Laboratory research skills or manufacturing process skills
- Client interaction
- International business practices
- Software or hardware skills
- Business writing

A new hire who has participated in your internship program will have learned "on the job" how your company operates (e.g., unique corporate policies and procedures) and will bring this experience with him/her. Similarly, an intern will learn how your design processes work, how the approval process is configured, how sales and marketing programs are designed and, as a result, will have been trained (i.e., progressed up the learning curve) at a lower cost to the company.

What other aspects of your organization are unique?

An intern may be interested in learning unique processes or technologies which your company utilizes. Allow the student to experience these custom procedures and features to see what sets your organization apart from the competition.

Implementation of a Successful Internship Program

Now that you have considered some of the benefits of a successful internship program, consider the steps to follow for implementation. These are your "how-to's" in designing your internship program and getting it off the ground. Planning ahead is critical to successful implementation. The first steps include:

- Assessment of internal needs
- Allocation of resources
- Identification of a mentor
- Identification of a project team for each intern



Once you have defined these aspects of your internship, you can develop and post a description and recruit your interns. Finally, ongoing evaluation of your internship program should offer opportunities for continuous improvement.

Identify Internship Coordinator - The first step is to identify the person within your company or organization who will coordinate your internship program.

Access Internal Needs - The next step in designing your internship program is an assessment of internal projects or staff needs. The internship coordinator should work with staff to assess current projects and workload to determine appropriate situations where an intern might contribute. Each should consider:

- What ongoing tasks take place in my department or organization?
- What is the workload of our department or organization?
- What projects are currently on the "back burner?"

One great use of an intern is to devote time to projects that might currently be on the "back burner" due to insufficient time or talents among existing full-time staff. For example, do you have new materials you would like to develop, or existing brochures you would like to have updated? Would you like to redesign your organization's website, but just don't have the time? Interns can be a great source of assistance, given proper supervision, within these labor-

intensive tasks. Similarly, an intern might conduct research for a report that another staff member will write.

An assessment of internal needs will uncover the "back burner" projects, as well as identify the ongoing projects and tasks where an intern can contribute to your organization.

Allocate Resources - Long before your intern's first day with your organization, you should consider the allocation of resources. You may need to allocate financial resources, as well as resources of time and materials, in order to create an environment where your intern can succeed.

Qualities of a Successful Internship Program

One critical element in developing a successful internship program is planning. These planning elements include identifying project work, lining up a mentor, and evaluating opportunities for experiential learning. Ongoing evaluation of your internship program will allow you to improve it.

Project Work

An intern wants to make a contribution to your organization. Interns want to apply the concepts they are learning through their coursework to the "real world" of your organization. For example, a marketing intern may be charged with researching market trends for your product, and analyzing this data for use in your marketing materials and on your organization's website.

Experiential Learning

Consider how you can contribute to the student's experiential learning goals-how your internship can help the student to "learn by doing".

- The student hopes to see how his/her coursework relates to your profession.
- The student may want to "test drive" a potential future career field to find out whether or not it is a good "fit" for him/her.
- The student hopes to build upon his/her skills through practice, and also seeks to learn from more experienced individuals in the field.



The Mentor

Each intern should be assigned to a mentor within your organization. The mentor may be a department head, project leader, or long-time employee who is knowledgeable on the project where the intern will work. The mentor's role should include some initial orientation for the intern, as well as developing an ongoing relationship.

During your intern's first day, his/her mentor might fulfill some of the orientation roles. Ideas include:

- Give the intern a tour of your facility.
- Show the intern the location and use of office equipment (photocopier, fax machine).
- Introduce the intern to others in the department and organization with whom he/she will interact.

Throughout the internship, the intern will look to his/her mentor first with questions. The mentor should be prepared to offer guidance on project tasks and responsibilities, including instructions on how tasks should be carried out. The mentor should also be available for general questions pertaining to the company or the industry, where the intern can learn from the mentor's experience.

The role of the mentor should involve a commitment of time to the intern's experience. Suggestions might include scheduling a lunch together on the intern's first day, so that the intern and mentor can begin to get to know each other. Some mentors may choose to offer an "open-door" to the intern, and encourage him/her to stop by anytime with questions. Other mentors might prefer the structure of a regularly-scheduled weekly meeting, where the intern is encouraged to bring a list of any questions he/she might have from the past week. Either way, it is important that every intern knows that someone is available to answer his/her questions.

A mentor can be a valuable resource for the intern in many ways. During the internship, the mentor might provide input and evaluation of the intern's work products. Additionally, the intern is beginning to build his/her professional network, so a mentor might look for opportunities to include the intern in meetings or to introduce the intern to other company and industry contacts. Finally, after the internship has been completed, a mentor might offer to be listed as a reference on the intern's resume. The mentor should also be in a position to advise management of the suitability of a later employment offer to the intern following graduation.

The Project

The primary goal of each student in seeking an internship is to gain "real world" experience in his/her future profession. It is beneficial for each intern to be integrated into a department or project team, where he/she will not only learn from completion of his/her own assigned tasks, but will also develop a sense of the "big picture". Part of the learning experience should be an opportunity for the student to see how his/her own tasks fit into the timeline and outcome of the project as a whole.

In addition to integration into a department or project team, attention should be paid to the assignment of meaningful project work. Your intern is not looking to spend the summer making photocopies or getting coffee. Rather, your intern wants a chance to build upon what he/she has learned through coursework. Your intern wants to learn to apply what he/she has learned to a "real world" project. Certainly, this does not mean that interns should be exempt from occasionally stuffing envelopes with the rest of the team, but the focus of the internship experience should be devoted to meaningful project work.

Integration into a department or project team can also provide the intern with an opportunity to refine teamwork and communication skills. Others in the team can provide guidance to the intern, both on specific project tasks and on aspects of professional work ethic and culture, such as time management and meeting deadlines or managing interactions with a difficult customer. Team members can guide the intern in learning to overcome challenges and in learning from his/her mistakes. An intern can benefit greatly from the experience of others on the team.

Flexible Program Design

Internship programs offer great flexibility in design and implementation. Consider the following options for your internship program:

- Will our workload support one intern, or several?
- Can we utilize an intern full-time or part-time?
- Can we utilize an intern for the summer only, or also during the fall and spring semesters?

No two internship programs are exactly alike, so the challenge may be to consider how to design a program around the needs of your organization. For example, if your organization hosts a large fundraising event annually, and you offer an internship for the planning of this event, that internship might take place during the fall semester only, but be available every year. Or if your organization is a CPA firm, it may be typical for your internship to be offered during the spring semester only, as assistance is primarily needed during income tax season.

Evaluation

Your new internship program may be viewed as a "work in progress," at least initially. You may try out different strategies to determine how an internship program can best suit the needs of your company or organization. By experimenting and learning from your own experiences, you can evaluate your internship program and improve upon it with each successive semester or year.

POINTER: WITHIN THE SCOPE OF YOUR PROJECT,
CONSIDER TASKS WHERE AN INTERN WILL BE
CHALLENGED TO APPLY HIS/HER KNOWLEDGE OR
IMPROVE HIS/HER SKILLS.

The Supervisor

Interns should be assigned to a supervisor, like any other employee. The supervisor may or may not be the same person as the intern's mentor-that will depend on your organization's size and work structure. The role of the supervisor is to assign day-to-day tasks, monitor progress, and to evaluate the intern's work products or outcome.

Set goals for your intern's progress. You can help your intern set goals for completion of various tasks, including daily goals, weekly goals, and monthly goals. If the intern is working on a project with deadlines, setting goals can help ensure that these deadlines will be met. Guide your intern in breaking down larger tasks into action steps and setting goals for completion. Set milestones so that the intern knows he/she is working toward something, and has a sense of accomplishment when each milestone has been achieved.

Time frame

Your intern will likely be part of your team for the length of one semester-approximately four months. Keep this timeframe in mind as you outline tasks and goals for the internship. It might be helpful to assign the intern to a project that will go from start to finish within the time of the internship.



Alternatively, consider whether there are particular tasks an intern could finish within a project with a much longer timeframe. You can help to provide your intern with a sense of accomplishment, if he/she is assigned tasks that will be completed by the end of the internship. Furthermore, your intern might hope to have a "finished product" for his/her portfolio.

Description

After you have assessed internal needs and identified where an intern will be assigned, the next step is to develop an internship description. You will find some Internship Description examples in the Appendix.

Like any job description, the more detailed information you can provide potential candidates in the internship description, the easier you will make



your task of selecting the right candidate. Elements of an internship description can include:

- Information about your organization and/or the project
- Description of intern's tasks and responsibilities
- Preferred majors/minors or coursework the intern should have completed
- Listing of skills required
- Start/End dates for the internship and typical daily working hours
- Compensation, if any
- Academic credit, usually certified by the college/university

Interviewing and Evaluating Intern Candidates

Once you begin to receive applications, intern candidates will follow much the same process as other potential new hires. You will screen the applications to find those candidates who meet your criteria. In the Appendix, you will find Tips for Evaluating Student Resumes. You will schedule telephone or personal interviews with your top candidates. You will find sample Intern Interview Questions in the Appendix. You will make an offer and define the starting and ending dates as well as compensation. You may want to draft an internship agreement, which will be signed by yourself and the intern, defining goals and expectations. A sample Internship Memorandum of Understanding is included in the Appendix.

Orientation

You should plan to provide some level of orientation for your intern. If your organization will be hosting a new employee orientation session near the intern's start date, you might include the intern in this orientation, so that he/she can learn about your organization and culture. If no organization-wide orientation is occurring, the orientation responsibilities may belong to the mentor or supervisor.

Offer your intern a tour of the facility, so that he/she will become familiar with the environment. Introduce your intern to your staff, and offer some explanation to the intern of various roles within the organization.

Your intern will also want to know about the day-to-day aspects of work in your organization.

- What are typical working hours?
 - When should he/she take a lunch break?
 - If available, where should he/she park?
 - Where are the restrooms located?
 - Where are various pieces of office equipment?
 - What is the appropriate attire?
 - When are staff meetings held?

In some cases, this internship will be a student's first experience working in a professional setting. Your intern may seek guidance with various issues that you would not normally encounter with an experienced employee.

- Answering the office telephone and taking messages
 - E-mail correspondence
 - Appropriate level of personal telephone calls or internet use
 - Etiquette at business meetings

You may consider developing an orientation packet for your interns, including the information outlined above, as well as important organizational policies of which interns should be aware.

During the Internship

As your internship program gains momentum, you may evaluate your program from time to time. Seek input from the intern's mentor and supervisor about the quality of the intern's work. Evaluate whether the intern possessed the necessary skills to carry out project work. Evaluate the quality of the intern's work, and how this additional manpower increased overall work productivity. Consider what other projects or departments might benefit from an intern.

Likewise, you should periodically discuss your intern's progress with him or her directly. You may consider a midpoint and final evaluation. Sample Internship Evaluation Forms are included in the Appendix.

If your intern will be seeking academic credit from his/her college or university, there may be additional evaluation forms to be submitted. While the requirements for academic credit are different at each institution, it is typical that a professor will want to know at the beginning of the internship on what type of project the intern will be working, and it is typical that a final evaluation will be submitted. It is the student's responsibility to manage his/her university requirements, and a student's desire for academic credit does not typically involve increased work on the part of the supervisor or mentor.



Frequently Asked Questions

When do internships typically begin? How long do they last?

Internships typically follow the starting and ending dates of the student's academic semester. Internships can be full or part-time, and can take place during the fall (September to December) or spring (January to April) semesters, or summer break (May to August). Many students will try to schedule their classes on campus so that they leave blocks of time in their schedule for their internships. Some internships may last a year or longer, and could begin in fall, spring, or summer.

When do I need to start looking for an intern that I would like to start work in the fall semester?

There are no official deadlines for you to begin your intern candidate search, but the sooner you begin, the more likely you will be to receive applications from top candidates. Some typical intern recruitment timelines are:

- Fall semester: July 1 - internship description posted August 15 - student application deadline September 1 - internship commences
- Spring semester: October 1 - internship description posted November 15 – student application deadline January 1 - internship commences
- Summer break: February 1 - internship description posted March 15 – student application deadline May 15 - internship commences

Some employers develop longer timelines, and some will even select summer interns before January of a given year. There are several issues to consider in developing your intern recruitment timeline.

- Do you hope to recruit candidates locally, regionally, or nationally?
- When do students plan their semester class schedules, and when is class registration?
- How many rounds of candidate selection and interviewing will take place within your organization?

When looking at the timelines above, remember that you are developing an internship program to meet the needs of your organization, and it is never too late to find an intern!

How do I find interns?

Here are some suggestions for finding intern candidates.

- Post your internship description on the www.collegetown.org, a local internship site.
- Distribute your internship description to the offices of career services at colleges or universities from which you hope to recruit students. (See Appendix)
- Distribute your internship description to faculty within the departments from which you seek to recruit students.
- Promote your internship opportunities among your current employees and encourage referrals.
- Post your internship description on your company's website, in your company newsletter, or in your local newspaper.

What level of compensation is typical for an internship?

In planning to allocate financial resources for your internship program, compensation will be one consideration. In some industries, unpaid internships are quite common. In others, internships can be very well-paid. If you are not able to budget for an hourly wage, you may consider offering a monthly or semester-based stipend to the student, providing a housing allowance, or reimbursing mileage, parking, or other expenses.

Is my organization responsible for providing insurance or benefits to the intern?

Typically, only full-time employees are eligible for benefits provided by an employer. Interns are short-term employees, and are therefore ineligible. Usually, students will already have insurance coverage through their parents, or through their colleges or universities. If you have questions, seek advice from your attorney.

Do interns work 40-hour weeks? Do they work five days a week?

Some interns work 40-hour weeks, but this is not always the case. Internships are flexible, and students often plan their internship schedules around their class schedules on campus. A part-time internship can involve anywhere between 10 and 30 hours per week. Often, students are able to schedule their classes so that they have blocks of time available for an internship. Once you have identified an intern candidate, discuss his/her availability and develop a schedule that will work for both parties.

How does a student obtain academic credit for internship experience?

Increasingly, colleges and universities are requiring students to complete various experiential learning opportunities in order to graduate. Many students, therefore, seek academic credit for their internship experiences. While the requirements for every school and department are unique, some requirements are typical. For example, the student's academic advisor may want to approve the internship description and tasks that the student will complete. The academic advisor may want to speak with the intern's supervisor before the internship begins. The student may be required to submit a journal or written summary of his/her internship experience, or to explain project results in a final paper. The supervisor may be asked to complete and return a final evaluation form to the student's academic advisor.

What projects or departments in my company or organization might offer suitable project work for an intern?



As many functions as can be found among your current employees can be potential internship opportunities. An intern might contribute to the engineering or design of your products. An intern might assist with accounting, marketing, or business strategy. An intern may even develop your new company website. Students of every area of study are looking for professional experience through an internship.

Are the rules for terminating interns the same as full-time employees?

In most cases, the same laws apply. It is advised that you seek legal counsel for further information and specific requirements.

If I like an intern, can I be assured of having that intern return during his/her next internship rotation?

Often, your company or organization may find an intern you would like to hire again for a future semester. Some suggestions might include:

- Extend a summer internship opportunity into the academic year—a student who participated in a full-time summer internship might be looking for a part-time experience during the fall and/or spring semesters.
- Extend an offer for a future internship opportunity at the conclusion of the internship experience, if the student's internship experience with your organization was a positive one, he/she will probably jump at the chance to return!

Best Practices in Internships

Many organizations have exceptional internship programs. Reading these best practices may give you some creative ideas for your own internship program.

Hospitality Industry

One national food-service chain has developed a unique summer management internship program. This internship program aims to provide students with hands-on experience in operations, and also includes classroom instruction in addition to a four-week experiential learning opportunity with a regional division team.



Each student and supervisor selects a project that the student will carry out during the summer, considering both the student's educational goals and the needs of the company. This project is carried out throughout the summer, and the intern is given an opportunity to present his/her project results at an internship conference at corporate headquarters during the final week of the internship experience.

In addition to presenting their summer projects, students are given the opportunity to interact with and make recommendations to senior management during the internship conference. The conference also features workshops to promote the interns' professional development.

This unique summer program offers students a great opportunity to tailor their internship experiences to their own interests and academic goals. In addition, presenting results to senior management provides invaluable practice for future business interaction.

Financial Services Industry

One national leader in the financial services industry has developed an internship program where the intern's responsibilities are closely aligned with those of a financial representative. Interns begin with preparatory training courses, to learn about the company's various products, policies and procedures. In addition, interns are taught to analyze sales data and are given preparation for establishing a clientele. Corporate training allows interns to see the "real world" application of the concepts they may have learned in college or university coursework.

Following the training component, interns are matched with a mentor, and the intern is given the opportunity to shadow the mentor in his/her daily activities and observe how the mentor works. After shadowing his/her mentor for a period of time, interns are challenged to set out on their own to establish a clientele. Interns meet with new clients and work with these clients to analyze the clients' financial needs and goals. Interns continue to develop and maintain these client relationships throughout the internship period.

This internship program seeks to equip interns with the knowledge and experience they need to be successful. Classroom instruction combined with shadowing mentors allows interns to make the connection between theory and practice.

Retail Industry

A national retail pharmacy chain offers several summer internship program options, designed to meet the needs of different groups of students. Retail interns work with experienced store managers to learn about store operations, management responsibilities, merchandising, advertising, inventory bookkeeping, and human resources. IT interns participate in technical projects which impact the company and expose students to the latest technology. Pharmacy interns learn to apply their knowledge of prescription and over-the-counter medications, and they study regulatory guidelines and delve into patient counseling guidelines. Corporate interns rotate through various departments at the corporate headquarters, such as pharmacy operations, recruitment, governmental affairs, and systems technology.

Manufacturing Industry

One international manufacturing company also offers varied internship opportunities for students. Interns in consumer brand management are directly involved in corporate marketing efforts, including analysis of consumer target groups and development and presentation of strategic recommendations. Interns in operations solve customer problems, analyze and improve processes, and research IT systems. Engineering interns gain hands-on experience inside manufacturing facilities.

This company also offers a scholarship program for top students who come from targeted colleges and universities and selected majors often recruited by the company. This scholarship, awarded upon successful completion of an internship, offsets the student's tuition and builds an ongoing relationship between the company and the student, opening the door for future recruitment after students have graduated.



Government

A national intelligence agency offers internships to students interested in gaining hands-on experience in the areas of analysis, research, report writing, oral briefings, policy development, program management, and computer applications related to the intelligence field. Interns gain insight into how intelligence is gathered, managed, and shared with policymakers and other governmental agencies. |

The type of experience gained through this agency's internship is not typically available through a college or university classroom setting. For students with an interest in many career fields, an internship offers a first glimpse into what a career in the field may entail.

Not-For Profit Organization

A national not-for-profit organization working with youth in the community offers internships to students interested in learning about fundraising and program development. Interns assist with fundraising activities, including processing gifts and thank yous. Interns play a role in organizing fundraising and donor cultivation events. Interns may develop materials and interact with donors. Many students already volunteer with community organizations, and an internship can be a great opportunity to learn about the career possibilities offered by these organizations.

Leveraging college and university relationships

Your local colleges and universities can be a great resource in the development of your internship program. Depending on your needs, you may consider cultivating relationships with different types of contacts on campus to help you meet your internship program needs. These individuals are eager to build relationships with your organization!

A great resource that provides centralized access to the region's brightest students is the Baltimore Collegetown Network. Found at www.baltimorecollegetown.org/internships. The Baltimore Collegetown Network brings together sixteen local colleges and universities together with government, business and the community to market Baltimore as a vibrant place to live and learn. Businesses can post internships to all 16 schools through their website. You will also find an events calendar of upcoming career and internship fair dates on their website.

Career Centers

All of Maryland's colleges and universities offer career services to their students that have a professional focus on internships. These individuals can provide a wealth of experience, not only in the particulars of internship requirements for their own institution, but also localized best practices in your industry or community. The office of career services often hosts the institution's career and internship fairs each semester. Visit the college or university web-site for more information, or contact the office of career services to find out which of their upcoming events will best suit your needs. For a list of the career centers at all of the schools in the Greater Baltimore region, see page 32.



Faculty

If you seek candidates with specialized knowledge or skills, you may cultivate relationships with local faculty who teach in these disciplines.

- Faculty can recommend students who would be potential intern candidates with your organization. Professors are in an excellent position to provide background information to you about top candidates, since they will know the student's level of ability and quality of work in the classroom.
- If the college or university offers academic credit for internships, you may work with a particular professor to assist your intern in meeting the requirements for academic credit at his/her college or university.

Student Organizations

If you are interested in establishing a presence on campus, student organizations can be a great place to start. Many of these student organizations engage students who share a particular academic or professional interest. For example, if your organization is a CPA firm, the accounting society might be the place to start connecting with rising accounting students. These student organizations or honor societies often want to cultivate relationships with professionals in their field.



- Offer a speaker from your organization to this group at a meeting or career night. Students are interested in hearing "what it's like in the real world" of your profession.
- Offer an annual scholarship or award to an outstanding student within the organization. This could provide an ongoing opportunity for students to get to know your organization.
- Invite a group of students to tour your facility, or to participate in a question-and-answer session with professionals at different levels within your organization.

Evaluation of your internship program

Once your first intern has begun, you can develop a process to evaluate your internship program. You may consider how the internship is meeting your organization's needs, and how your internship program is meeting the needs of your interns. You may evaluate your selection process and internship descriptions.

As your internship program grows, you may offer opportunities more often and develop a timeline to find interns throughout the year.

You may seek input on how well your internship program is meeting the organization's needs from various department heads, mentors, intern supervisors, and other employees. Perhaps you will return to your first Internal Needs Assessment and determine if interns were assigned to appropriate projects or evaluate if new project needs exist.



How well is our internship program meeting the needs of our interns? You may develop an "exit survey" to gather input from your interns to evaluate their experience. What new skills did they learn? Did they receive consistent feedback about their work throughout the internship? Do they view your organization favorably as a potential employer upon graduation?

Refer to the Appendix for a variety of evaluation tools your organization can use to assess the intern as well as your organization's

implementation of the internship.

Are there other projects or departments in our organization where an intern could add value?

You may "pilot" your internship program in only a few selected departments or areas of your organization initially. However, as the idea catches on among your employees, you may find other areas to "branch out" internally with your internship opportunities.

Legal issues impacting internship programs



While designing your organization's internship program, you may need to consider the impact of various legal issues. Contact your organization's attorney with any questions, or for further information on any of the below matters.

International Students

International students can bring new perspectives to your organization as interns. They bring insight from their own cultures, and are eager to experience the professional world in the United States. There are several types of visas granted to international students, most of which allow for the student to work off-campus. The office for international programs at the student's campus will be able to advise the student regarding his/her work authorization status and particular type of student visa.

Intellectual Property

In some cases, interns may work on projects where intellectual property rights are a concern for your organization. Typically, if new employees would be asked to sign a non-disclosure agreement, an intern may be asked to do so as well.

Benefits and Insurance

Benefits are not typically offered to interns, since internships are short-term in nature. Most students will already have insurance coverage through their colleges or universities, or will be covered under their parents' policies.

Equal Opportunity Employment

Federal and state regulations regarding Equal Opportunity Employment apply to the employment of interns as well as full-time employees.

Local College Internship Contacts/Career Centers

Anne Arundel Community College

Phone: 410-777-2475

Fax: 410-777-4049

Web site: <http://www.aacc.edu/internships>

Email: internships@aacc.edu

Baltimore City Community College

Phone: 410-462-8503

Fax: 410-225-4647

Web site: <http://www.bccc.edu/887301119142725/site/default.asp>

Email: slykes@bccc.edu

Capitol College

Phone: 301-369-2800 ext. 3105

Fax: 301-369-2328

Web site: <http://www.capitol-college.edu/current-students/undergraduate/career-services>

Email: careers@capitol-college.edu

College of Notre Dame of Maryland

Phone: 410-532-5387

Fax: 410-532-5792

Web site: <http://www.ndm.edu/StudentServices/Career/>

Email: ace@ndm.edu

Coppin State University

Phone: 410-951-3919

Fax: 410-951-3920

Web site: <http://www.coppin.edu/CareerServices/>

Email: CareerServices@coppin.edu

Community College of Baltimore County

Catonsville

Phone: 443-840-4435

Fax: 410-455-6100

Website: <http://www.ccbcmd.edu/employment/online/index.html>

Email: lbartell@ccbcmd.edu

Dundalk

Phone: 443-840-3215

Fax: 410-285-6903

Web site: <http://www.ccbcmd.edu/employment/online/index.html>

Email: careercounselor@ccbcmd.edu
Essex
Phone: 443-840-1732
Fax: 410-780-6161
Web site: <http://ccbcmd.edu/employment/essex/index.html>
Email: careercounselor@ccbcmd.edu

Goucher College

Phone: 410-337-6191
Fax: 410-337-6190
Web site: <http://www.goucher.edu/x12149.xml>
Email: career@goucher.edu

Howard County Community College

Phone: 410-772-4856
Fax: 410-772-4426
Web site:
http://www.howardcc.edu/students/counseling_career_services_and_job_assistance/information_for_employers/infoforemployers.html
Email: pmartin@howardcc.edu

Johns Hopkins University

Phone: 410-516-8056
Fax: 410-516-5357
Web site: <http://www.jhu.edu/careers/>
Email: career@jhu.edu

Loyola University Maryland

Phone: 410-617-2232
Fax: 410-617-5125
Web site: <http://loyola.edu/thecareercenter>
Email: thecareercenter@loyola.edu

Maryland Institute College of Art

Phone: 410-225-2420
Fax: 410-225-2528
Web site: <http://www.mica.edu/CAREER/index.cfm?id=3>
Email: careerdevelopment@mica.edu

McDaniel College

Phone: 410-871-3305

Fax: 410-857-2515

Web site: <http://www.mcdaniel.edu/5409.htm>

Email: career@mcdaniel.edu

Morgan State University

Phone: 443-885-3110

Fax: 443-885-8267

Web site: <http://careers.morgan.edu/>

Email: careers@morgan.edu

Peabody Institute

Phone: 410-659-8100, ext 4450

Fax: 410-783-8562

Web site: <http://www.peabody.jhu.edu/52>

Email: ginpro@peabody.jhu.edu

Stevenson University

Phone: 443-352-4477

Fax: 443-352-4475

Web site: <http://www.stevenson.edu/career>

Email: learningbeyond@stevenson.edu

Towson University

Phone: 410-704-2233

Fax: 410-704-3459

Web site: <http://wwwnew.towson.edu/careercenter/>

Email: careercenter@towson.edu

University of Baltimore

Phone: 410-837-5440

Fax: 410-835-5566

Web site: <http://www.ubalt.edu/template.cfm?page=3>

Email: adiggins@ubalt.edu

UMBC

Phone: 410-455-2216

Fax: 410-455-1075

Web site: <http://www.careers.umbc.edu/>

Email: careers@umbc.edu

The Shriver Center

Phone: 410-455-2493

Web site: <http://shrivercenter.umbc.edu/index.html>

Email: shrivercenter@umbc.edu

University of Maryland, College Park

Phone: 301-314-7225

Fax: 301-314-9114

Web site: <http://www.careercenter.umd.edu/>

Email: rhearin@umd.edu

Internal Needs Assessment

This survey is designed to assist your organization in identifying projects where you might utilize an intern. Your internship program coordinator might distribute this questionnaire to project leaders and set a deadline for responses.

Request for Intern Assistance

As you know, our company is developing a new internship program. If you would like to participate in this program, please complete the attached Request for Intern Assistance form on or before _____. This will allow me to determine the number of interns needed, match the criteria for interns with your departmental needs, and begin recruitment of intern candidates. If you have any questions, please let me know.

Thank you,

To ensure the best fit, please provide a detailed description of your work expectations and the qualifications sought along with the duration period of the assignment. (This will aid in the interview process. Human Resources will perform the initial screening for each applicant. Each immediate supervisor is required to interview his or her potential intern.)

Date of request: _____ Department: _____

Staff contact: _____ Phone: _____

- How would you describe your department's responsibilities to an intern?
(For ex, Human Resources Department is responsible for recruiting, training, hiring, firing, etc.)
- What will be your intern's title? (For example, Human Resource Recruiting Intern)
- To whom will your intern report?
- What will be the primary projects or responsibilities of the intern you select?
- What other activities will the intern perform?
- What are your desired skills or qualifications?
(Include skills and attributes needed to perform the work, and any items that might disqualify an applicant.)
- What are your desired start and end dates?
- What is the minimum number of hours per week the intern can work?
- Are specific hours or shifts required for your intern?
- Is there any other information you would like to provide?

Resource Allocation Checklist

This checklist is designed to aid you in planning the resources your intern will require. This may also be completed by the project leader who will supervise the intern.

Financial Resources

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

If your intern will receive monetary compensation, have funds been allocated in your budget?

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

Will your intern be reimbursed for mileage?

Will your intern receive a housing allowance?

Material Resources

(Check all that apply)

Computer

Software package: _____

Organizational e-mail account

Telephone extension

Voice mailbox

Parking pass

Office supplies: _____

Workspace (cubicle/desk)

Intern Requirements

Your internship description should provide potential candidates with information to help them determine their qualification for the position, as well as understand the internship opportunity. Elements of an internship description can include:

- Information about your organization and/or the project
- Description of intern's tasks and responsibilities
- Preferred majors/minors or coursework the intern should have completed
- Listing of skills required
- Start/End dates for the internship and typical daily working hours
- Compensation
- Academic credit

Tips for Evaluating Student Resumes

The resumes of potential intern candidates will be similar to potential new hires. Student resumes will also typically include sections for Education, Work Experience, and Skills. However, since students are beginning their professional careers, they will often include other types of activities to demonstrate their skills. Students can develop skills which are applicable to the professional world through extracurricular organizations. For example, the president of a student organization will learn how to develop meeting agendas, moderate meeting discussions, and mediate conflicts. On-campus employment may also help students to develop valuable skills, whether or not the job description pertains directly to the type of internship sought. For example, working in a departmental office could provide the student with opportunities for professional writing, taking minutes of meetings, or preparing conference presentations. It is helpful to look at student resumes with these ideas in mind-consider the skills a student has developed through extracurricular or community organizations.

Does the student possess the skills required for the internship position?

You may wish to consider both the student's "hard skills" (such as knowledge of particular computer software) as well as "soft skills" (like communication).

In what extracurricular activities has the student participated?

Campus or community organizations provide additional opportunities for students to learn beyond the classroom. Has the student listed skills acquired through volunteer work or campus organizations?

Has the student listed honors and awards?

Top candidates will often list honors or awards they have received from their college, university, or community.

Sample Intern Interview Questions

The interview process for intern candidates will be similar to that of a potential new employee. You may arrange telephone or personal interviews, and one or more individuals from your organization may be involved with the interview process. One difference you will notice in evaluating intern candidates is that candidates will not have the same level of work experience listed on their resumes. Students may instead list relevant coursework or academic projects they have completed, as well as skills or experience gained through extracurricular or community activities. Asking about these types of experience in the interview will allow the intern candidate to make the connection to the internship for which he/she is applying and demonstrate why he/she would be a top candidate choice.

Background

Tell me briefly about your distinct qualifications.

Why did you choose your current major?

Are you familiar with (particular software)?

Tell me about any experience you have in (marketing, public relations, graphic design, etc.).

In what extracurricular or community activities are you involved?

Intern Goals

What experience do you hope to gain in an internship?

Why are you interested in an internship with our company or organization?

Do you hope to obtain academic credit for your internship? If so, what are the unique requirements for your institution or department?

Logistics

When are you available to start an internship, and for how long?

How many hours per week are you available for an internship?

What days of the week are you available for an internship?

Do you have any questions for me today?

Internship Memorandum of Understanding

The following is designed to assist in providing a high-quality internship experience for both the intern and the employer. This form should be completed together by the intern and the immediate supervisor or mentor. Both parties should provide input into the completion of the form and agree to the terms outlined. Both parties should also receive a copy of the completed form, and the student may choose to submit an additional copy to his/her college or university, as appropriate. Please note: this is not a legal contract.

Student Information

Name: _____

Address: _____

Phone: _____ Cell: _____

Email: _____

College/University: _____

College/University contact: _____

Internship Information

Company Name: _____

Company Address: _____

Immediate Supervisor: _____

Supervisor Phone: _____

Supervisor Email: _____

Internship Description

Student internship will begin on _____ and end on _____.

Intern Title: _____

Description of duties (may attach other documents): _____

Qualifications required: (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 the intern and supervisor 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 college or university to ensure the intern receives credit?

OTHER GOALS:

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

Intern's signature:

_____ Date: _____

Supervisor's signature:

_____ Date: _____

Internship Evaluation Forms

As the internship progresses, you may consider an Interim Assessment to assess the intern's progress. You may also consider Final Assessments of the student's work and give the student an opportunity to evaluate your organization. Please note: these are tools for your use, not legal evaluation forms.

Interim Assessment

Name: _____

Please check appropriate box: Intern Employer

Date: _____

Phone: _____

If you are an intern, what satisfaction rating do you anticipate receiving?

Very Good Good Average Below Average

If you are an intern, would you recommend this internship to one of your friends?

Yes No Undecided

Suggestions for improvement: _____

If you are an intern, have you had a discussion with your employer about your performance?

Yes No

If you are an employer, what satisfaction rating do you anticipate the intern to have?

Very Good Good Average Below Average

If you are an employer, have you had a discussion with your intern about his/her performance?

Yes No

If you are an employer, would you recommend this intern for hiring? (This does not obligate you to hire, this is only a general question.)

Yes No Undecided

Suggestions for improvement: _____

Comments: _____

Signature: _____

Final Assessment of Student Performance

Name of Intern: _____

Date: _____

Name of Supervisor: _____

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 the back of this sheet, additional pages, or even write a letter of support for the student for the student's use in seeking future employment.

A. 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

B. 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 (i.e., 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:
 top 5% top 25% top 50% lower 50% of all students

2. How would you assess the overall value this intern provided for your operation?
 very valuable somewhat valuable very limited value/no value

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

Final Internship Assessment by Student

Name of Intern: _____

Date: _____

Name of Supervisor: _____

Please complete this evaluation upon completion of your internship program. This form is designed to help you reflect upon your internship experiences, and also to provide feedback to your employer. Feel free to use the back of this sheet or additional pages for any additional comments. The employer may use the comments provided as a testimonial for the company and its future internship programs.

Assess Your Skills

What areas did you feel your skills improve as a result of this internship experience?

- 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

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

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

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)

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 hours

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.

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. The job orientation provided to you by your employer was:
[] very thorough [] sufficient [] inadequate

4. How did your learning objectives contribute to the educational benefits of your overall learning experience?
[] large contribution [] some contribution [] little or no contribution

5. Please assess the job responsibilities your employer assigned to you:
[] difficult to achieve [] challenging, but attainable [] not challenging

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

7. How would you assess your overall performance?
[] outstanding [] above average [] satisfactory [] below average [] unsatisfactory

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.)

What has been the effect of this internship on your career goals?

Contact

Greater Baltimore Committee
111 South Calvert Street, Suite 1700
Baltimore, Maryland 21202

Phone: (410) 727-2820

Fax: (410) 727-539-5705

E-mail: info@gbc.org

Web site: www.gbc.org

Follow GBC on Facebook.com and Twitter.com/GBCorg.



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