

The SHRM® Guide  
to Organizing an  
**Internship**  
**Program**

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HR: Leading People, Leading Organizations

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## About SHRM

The Society for Human Resource Management (SHRM) is the world's largest association devoted to human resource management. Representing more than 185,000 individual members, the Society's mission is to serve the needs of HR professionals by providing the most essential and comprehensive resources available. As an influential voice, the Society's mission is also to advance the human resource profession to ensure that HR is recognized as an essential partner in developing and executing organizational strategy. Founded in 1948, SHRM currently has more than 500 affiliated chapters and members in more than 100 countries. Visit SHRM Online at [www.shrm.org](http://www.shrm.org).

SHRM Student Programs is committed to serving the HR Leaders of Tomorrow by providing the tools necessary to educate and advance the HR profession, build strong and active student chapters, and provide career guidance. Visit us online at [www.shrm.org/students](http://www.shrm.org/students).

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Internships have traditionally been a means for students to gain practical experience while attending college. But as competition among job seekers intensifies and the number of people entering the job market increases, employers are becoming more selective about the experiential backgrounds of the new employees they hire. The term “internship” refers to a variety of programs which provide college students with practical work experience as part of a formal education program leading to a degree. This form of learning helps students blend classroom theory with real-life practice. Internship programs are designed to give college students an opportunity to complement their formal education with career-related experience. Historically, universities have initiated these programs as a formal part of their curriculum; however, more and more students and businesses are taking an active role in organizing these beneficial programs.

While internships are not a new phenomenon, the importance of having an internship has increased drastically. According to the Collegiate Employment Research Institute’s Recruiting Trends Survey, the 2001-2002 period marked a significant downward shift in the college labor market, when previously, graduating students experienced a wealth of opportunities. Unfortunately, when the economy hit a downturn, the labor market went into a tailspin, which, in turn, brought about a more competitive marketplace. Employers are looking for people who can add value to their companies, and a new graduate who can demonstrate practical experience will most likely have a leg up on another graduate who has no practical experience. The pressure to obtain work experience while gaining a degree has increased, and a means to accomplish this goal is to secure an internship during one’s undergraduate studies.<sup>1</sup>

According to the National Association of Colleges and Employers (NACE), employers stated that they expected to hire 12.7 percent more new college graduates in 2003-04 than they hired in 2002-03.<sup>2</sup> In a follow-up survey conducted by NACE during the last months of 2003, nearly 70 percent of respondents said that their hiring plans are holding firm. This is great news for students who are getting ready to graduate from colleges and universities and begin their job searches in the not-so-distant future.

“It is important for college students to understand that, despite the positive projections, they will face significant competition for jobs,” says Marilyn Mackes, NACE executive director.<sup>3</sup> According to a report from the Bureau of Labor Statistics, from 1998 to 2008, the number of new college graduates and other entrants will comprise more than 1.37 million every year, with college graduates who are expected to enter the job market outnumbering available college-level jobs.<sup>4</sup> Furthermore, according to the Department of Labor predictions, 18 million graduates will be competing for 14 million college-level jobs in 2005.<sup>5</sup> These numbers are why internships are so important—practical experience continues to be one of the top qualities that an employer looks for in a recent graduate.

SHRM developed this guidebook to assist its professional and student chapters to create new internship opportunities and to improve upon existing programs for the mutual benefit of all participants. This guidebook outlines the steps necessary to create a successful internship or work-study program and provides valuable information to both the internship seeker and internship provider. It lists the responsibilities and the benefits for all participants: the SHRM chapter, the university, the organization and the student. The information contained in this guidebook can be used as a model in developing or enhancing an organization’s or a university’s internship program.

SHRM supports work-study and internship programs because they help prepare students to work effectively in the business world after graduation. Gaining real-world experience also helps the participants to make more informed career choices, which may result in higher job satisfaction and higher productivity. One goal of the Society’s student membership program is to increase the number of internship experiences available in human resource management (HRM). A greater number of internship opportunities will result in better placement of HRM graduates and a higher level of experience and professionalism among these entry-level workers.

There are many different names for an internship, such as a parallel plan and a co-op plan, to highlight just a couple. Internship programs differ at each university or college with respect to timing within the degree program, duration of the internship, design of the placement, goals of the participants and the focus of the requirements. Internships can vary considerably, from a truly educational, career-building experience to one of just being an extra hand in the office. A good experience should be a combination of practical, hands-on participation coupled with a focused educational goal that complements an individual's professional aspirations. Experience makes a difference when competing for the more attractive positions and locations. In addition, people an intern meets during practical training can become sources for character and work references. It is also an excellent way to build a network of contacts within the profession.

Below are some of the most common types of internships.

Cooperative education (co-op), summer employment and internships are probably the most commonly used terms to describe an undergraduate student's work experience. While these terms are often used interchangeably, there are some key differences that are important to understand.

**Cooperative education** is experienced-based learning for college students through paid employment in practical, curriculum-related work assignments that can be tailored to a student's schedule in one of three ways:

- **Parallel plan**—Students both attend classes and work during the day.
- **Evening plan**—Students attend evening classes and work full or part time during the day.
- **Alternate plan/Co-op**—Students attend school full time one semester (or two quarters), then work full time the next semester (or two quarters), thus alternating periods of work and school until their college program is completed. A co-op position is *always* paid and usually lasts a minimum of one semester for graduate students and two semesters for undergraduates.

**Summer employment**, like a co-op, is paid work experience. However, this type of position may or may not be directly related to the student's curriculum and is not integrated into the academic program.

An **internship** is a one-time, curriculum-related work assignment, which may be paid or unpaid depending on the employer and what is required of the student for the position. Most internships do offer a stipend or academic credit. Internships are generally reserved for upper-division students, completed for academic credit and one semester or summer in duration.

If the academic program does not have an internship or cooperative work program, it is strongly recommended that students work in jobs related to their academic major over summer breaks or whenever possible. If the school offers a work program but the amount of credit that can be earned is limited, students are encouraged to gain as much varied work experience on a non-credit basis as possible during the school year.

Some other types of internship placement programs are curriculum placement, required placement and optional placement.

- **Curriculum Placement**—Longer segments extend the time for completing the degree, which helps the student gain more extensive, valuable work experience.
  - Designed to be an integral part of a degree program.
  - One or two extended work placements required.
  - Does not substitute classroom work. It is an addition to the full course requirement.
  - Results in adding a year to the standard two- or four-year program.
  - Consists of *academic project requirement* (student has to produce a study or prepare a paper) and *work placement requirement* (one placement for approximately 12 weeks and another for 36 weeks).
- **Required Placement**—Usually occurs during the student's junior year (four-year program) or consists of two 12-week summer internships (two-year program).
  - Students are released from a spring semester of classroom work to join an organization for an extended summer season.
  - Placement is a requirement for degree completion.
  - Students keep a log of experiences and the company's daily activities.
  - Student and supervisor—usually the manager or the assistant—evaluate internship.
- **Optional Placement**—Students should work closely with their advisor in order to ensure that the program is complete, practical and academically based.
  - Encouraged when students have either completed all required internships or the academic program does not have an internship requirement.
  - Allows for a greater degree of creativity and can be tailored to meet the direct needs of the student.
  - Usually is not granted academic credit; therefore, students should include an academic project for consideration as credited work.

- Students design the project and generate ideas to share with the company.
- Project must be realistic in focus and meet agreed-upon academic requirements.

Schools that offer curriculum internships are usually ones that have degree programs directed toward a particular area of study. Normally, the school handles all arrangements for the internship. Schools with required or optional internships may have a job placement assistant to coordinate this training with various organizations. Other schools leave it up to the individual student to make all of the arrangements.

### The Participants

A well-run internship program is truly a win-win situation for all participants. There are four participants involved in any successful internship program: the SHRM chapter, the university or college, the organization and the student. To achieve mutual benefits from the arrangement, however, all parties must understand and carry out their individual responsibilities. The following sections outline the benefits and responsibilities for each player in an internship program.

An SHRM chapter (or chapters), whether student, professional or both, can play a leading role in organizing or enhancing an internship program. One purpose of a local chapter is to provide a local venue for an individual's professional and personal development. SHRM chapters are an excellent resource for students to network with HR professionals. The following pages will examine the benefits to the chapter's involvement with an internship program as well as the chapter's responsibilities.

## Benefits to the Chapter

*Helps the community*—Establishing an internship program provides a valuable service to both students and professionals.

*Gains experience working with community leaders*—Organizing an internship program can help a chapter build strong bonds with both the business and academic communities.

*Raises the standard of professionalism of the future workforce*—Greater access to internship opportunities will create graduates who are better prepared to handle the challenges of an HR position. This will result in a higher level of professionalism, which will reflect well on the entire profession.

*Raises the experience level of beginning HR workers*—Graduates who have participated in relevant internships will become productive at a new job much quicker than fellow graduates with only classroom education.

## Chapter Responsibilities

To begin work on an internship program, a chapter should do the following:

1. Decide what factors should be considered when determining which schools the chapter would like to partner with. These factors may include the reputation of the university, accreditation status, presence of an existing internship program, etc.
2. Determine preliminary interest among chapter members, as well as the local universities, about a partnership.
3. Identify the college dean or vice president who is responsible for approving the program.
4. Appoint a committee, task force or officer to assume primary responsibility for getting the program started. Chapters should utilize their university relations director to start the process as these individuals have the responsibility to establish relationships with local universities and colleges.
5. Appoint a permanent chapter member liaison to assist the university (after the university agrees to implement the program).
6. Facilitate early program acceptance at the university by identifying organizations that would be receptive to having an intern.
7. Facilitate the matching of students seeking internships with companies sponsoring internships.
8. Encourage interns to attend chapter meetings.
9. Bring interns together for roundtable discussions of projects or assignments.
10. Stimulate organization and student interest through chapter newsletter and activities.

Chapters should also involve their student chapter liaison and their state area college relations directors in the process. The expertise and experience of these individuals can be invaluable.

Additional information for chapters is in the "Chapter Resource Center" that can be found online at [www.shrm.org/students/crc.asp](http://www.shrm.org/students/crc.asp).

## Benefits to the University or College

*Establishes closer ties with the business community*—Working with local companies as well as the SHRM chapter to establish internships allows the college or university to build beneficial long-term relationships with community leaders.

*Enhances offerings to students*—A school with an active internship program will be viewed favorably by students eager to find jobs after graduation. Availability of these programs could become a factor in the college selection process.

*Enhances school image*—An academic institution that implements an internship program is responding proactively to businesses' call for better prepared graduates. The school will be viewed positively as being responsive to business and student needs.

*Ensures consistency of course offerings with real-world needs*—The interaction with the business community provided through a internship program allows the school to better align its curriculum with the current demands of the job market.

## University or College Responsibilities

The university or college is responsible for defining the parameters of the program and its relationship to the curriculum. The school should take the following steps:

1. Determine whether credit will be given for participation in the internship program.
2. Decide on the length of the program (e.g., summer or semester).
3. Select the fields of study that will qualify for internships.
4. Determine the academic prerequisites needed for students to qualify.
5. Identify the requirements upon completion of the internship. For example, in many programs, students are required to write a paper or give an oral presentation summarizing their experience. Any similar assignment should be organized by the university or college.
6. Appoint a faculty coordinator to oversee the program and clarify his or her responsibilities. This individual will be the key person in the program's ultimate success. The faculty coordinator consults with the companies on objectives, agreements and job requirements and acts as an advisor to the student interns to assist them in achieving the objectives of the internship. This individual should also establish guidelines by which organizations will be evaluated, such as number of employees, reputation in the marketplace, already established internship program, etc. Some universities and colleges have a coordinated centralized program for the entire institution, and others coordinate the structure and administration of their own programs. Following are the responsibilities of the faculty coordinator:
  - a. Identify potential organizations.
  - b. Define projects or job opportunities.
  - c. Screen student internship candidates and develop a pool or database of qualified students.
  - d. Conduct individual preplacement orientations and introduce the student intern to the nature and purpose of the internship.
  - e. Introduce and orient the company supervisor to the purpose and objectives of the internship.
  - f. Consult with the company supervisor and student intern on a regular basis regarding the student intern's performance.
  - g. Coordinate activities between the academic institution and the organization. For example, arrange to have the faculty coordinator come to visit/shadow the student at the organization where he or she is interning.
  - h. Assume responsibility for the removal of the student intern from the internship setting whenever necessary.
  - i. Assist the organization in evaluating the work of the intern.
  - j. Follow up with the organization to make sure it is living up to its end of the agreement and is providing the intern with valuable work experience.

## Resource Guide for Universities/Colleges

## Part 1: Selected Articles on Internships

The following is a selection of articles, with corresponding abstracts, regarding various aspects of internships and internship programs. Copies of these articles may be obtained through document delivery services (listed at the end of the article selections).

Elkins, Teri J. (2002, Summer). Academic internships with the equal employment opportunity commission: An experiential approach to teaching human resource management. *S.A.M. Advanced Management Journal*, 67, 3, 40-47.

For many years, managers have pointed out a major gap in students' business and management courses: practical experience and real-world skills. A well-designed internship course can supply this missing piece, but not if the students are given trivial or meaningless tasks. The course must foster critical thinking, give interns real responsibilities and require constant feedback and evaluation by managers or mentors. Reflecting this rigorous structure and careful monitoring, an internship course offered by the University of Houston with the Houston District Equal Economic Opportunity Commission office seems to meet the requirements to provide successful hands-on experience.

Gault, Jack, Redington, John, & Schlager, Tammy. (2000, April). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, 22, 1, 45-54.

An investigation is conducted into the relationship between early career success and past participation in an undergraduate field internship. The study extends earlier research on the effects of formal marketing education on career success. A survey of intern and nonintern business alumni of a northeastern U.S. public university indicated significant early career advantages for undergraduates with internship experience. Advantages included less time to obtain first position, increased monetary compensation and greater overall job satisfaction. In addition to the career benefits provided to the students, the positive implications for marketing educators, university administrators and intern employers are also discussed.

Goodspeed, Linda. (2001, August 10). Once luxuries, internships are now educational staples. *The Boston Business Journal*, 21, 27, 39.

College internships, once an indulgence, are more and more becoming an essential part of the undergraduate experience for many students. Internships give students the chance to experiment with different career paths, majors and employers. And employers get a chance to change their minds about a prospective full-time hire.

Henry, Eleanor. (2002, April/May). Setting up a student internship with a university. *The National Public Accountant*, 23-24.

Most internships are work-based, cooperative educational experiences among academic programs, students and employers. Employers benefit from tapping into a pool of fresh talent and identifying the best prospects for future hiring. Most internships are offered during a semester or summer for academic credit. Companies can initiate an internship relationship with a nearby college or university. However, the following advance planning helps to ensure a successful internship: 1) write a job description for the intern; 2) contact the school; 3) review employer responsibilities; and 4) consider quality of the internship.

Knouse, Stephen B., Tanner, John R., & Harris, Elizabeth W. (1999, March). The relation of college internships, college performance, and subsequent job opportunity. *Journal of Employment Counseling*, 36, 1, 35-44.

This study examined the relationship of business college internships to college performance and to subsequent job opportunities. Whites were more apt to have had an internship than African Americans, and there were no differences by gender. Students with internships had a significantly higher overall grade point average, were somewhat younger upon graduation and were more apt to be employed upon graduation than students without internships. Internships were thus related to both better college performance and to receiving a job offer upon graduation. Discussion centered on the role of internships in realistic job expectations and recommendations for improving internships.

Lantos, Geoffrey P. (1994). Faculty internships: A means to bridge the academic/practitioner gap. *The Journal of Product and Brand Management*, 3, 4, 15-31.

Faculty internships in business organizations are becoming a popular means to satisfy the criticism that too many business professors lack recent, relevant experience. Encouragement to, and reasons for, marketing educators and business people to seriously consider faculty internships are offered as a means to bridge the gap between marketing education and business practice. The structure and implementation of faculty internships is discussed, and the advantages, as well as problems, of internships for academic institutions, firms, professors and students are examined. The recent experience of a faculty intern in a well-known package goods company is used as an example, and lessons learned from the experience are discussed. Observations on differences between the academic world and the corporate world are provided.

## Resource Guide for Universities/Colleges

Part 1: Selected Articles on Internships *continued*

McDonald, Susan. (2001, March 2). Planting a future work force. *Business First*, 17, 31, 34.

Fifteen years ago, college student Larry Sinclair was an intern in Churchill Downs' marketing department, hoping to add a little practical experience to his resume. Today, Sinclair is still there, but now he is director of sales and marketing for the racetrack. Internships, which are sometimes called co-ops, are programs through which students receive supervised, career-related experience by working full time or part time for a business, government agency or other organization. Internships usually last one semester, but some may be renewed at the discretion of the employer. Whether a business is a multinational Fortune 500 corporation or a mom-and-pop store, an internship program can benefit both the business and the student, said several local sources. This article discusses Sinclair's experience as well as tips for a successful internship program.

Messmer, Max. (1999, April). Establishing a successful internship program. *Business Credit*, 101, 4, 42-43.

Internship programs for college students are increasingly common at major companies. These programs play an invaluable role in a firm's recruiting, staffing and leadership development efforts, particularly when it comes to filling key entry-level positions. Keys to establishing a successful internship program are discussed.

Stewart, Jim, & Knowles, Vanessa. (2003). Mentoring in undergraduate business management programmes. *Journal of European Industrial Training*, 27, 2-4, 147.

This paper provides an overview of the role and contribution of mentoring in the context of a degree program in which students spend their second and third years in-company. In addition to describing the process within the context of the degree, the paper examines the particular mentoring design features. Of specific interest is the shared mentoring role of academic members of staff and in-company managers and the variety of roles adopted by each of them, including coacher, facilitator, networker, counselor. In addition, the mentors share a role in assessing students' work in relation to their skills development, focusing on transferable skills, namely, communication, team working, adaptability and leadership. This paper draws upon findings of primary research conducted with the mentoring teams that exist within the wide range of consortium companies that sponsor the second and third years of the degree program at Nottingham Business School. The paper reports the perceived benefits of such a mentoring process for academics and practitioners working in partnership to support and enhance the students' learning experience.

## Document Delivery Services

To obtain information unavailable for free on the Internet, articles and other printed materials may be requested using document delivery services. These services have publisher permission to provide copyrighted material.

Articles may be ordered online. Many document retrieval services have information specialists for search support, and there may be a cost recovery fee. Fees and turnaround time vary, depending on the length of the article and delivery time requested (e.g., standard, next day, express or rush service, fax delivery, courier service, etc.).

British Library Document Supply Center (BLDSC)  
<http://portico.bl.uk/services/document/dsc.html>

CISTI Document Delivery (Canadian Institute for Scientific and Technical Information)  
[http://cisti-icist.nrc-cnrc.gc.ca/docdel/docdel\\_e.shtml](http://cisti-icist.nrc-cnrc.gc.ca/docdel/docdel_e.shtml)

ERIC Document Reproduction Service (EDRS)  
[www.edrs.com/default.cfm](http://www.edrs.com/default.cfm)

ISI Document Solution (IDS) <http://ids.isinet.com/>

Infotrieve  
[www4.infotrieve.com/docdelivery.asp](http://www4.infotrieve.com/docdelivery.asp)

Ingenta  
[www.ingenta.com](http://www.ingenta.com)

Michigan Information Transfer Source (MITS)  
[www.lib.umich.edu/mits](http://www.lib.umich.edu/mits)

NYPL Express (New York Public Library)  
[www.nypl.org/express](http://www.nypl.org/express)

Purdue Technical Information Service  
[www.ecn.purdue.edu/TIS](http://www.ecn.purdue.edu/TIS)

TDI Library Services, Inc.  
<https://sgj17.netservers.net/tdico.com>

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## Resource Guide for Universities/Colleges

### Part 2: Internet Resources

The following sources offer general and topic-specific information regarding internships. Some Web sites provide additional links and resources.

The Accreditation Council for Cooperative Education—The Accreditation Council for Cooperative Education has been established as an independent entity with its primary mission to recognize the achievement and maintenance of standards for programs of cooperative education.

[www.co-opaccreditation.org](http://www.co-opaccreditation.org)

MonsterTrak Listings—MonsterTrak connects the most progressive companies with the most qualified career-minded individuals.

[www.monstertrak.com/staff](http://www.monstertrak.com/staff)

National Association of Colleges and Employers

[www.jobweb.com/experiential/jintern.htm](http://www.jobweb.com/experiential/jintern.htm)

National Commission for Cooperative Education—This site provides information about cooperative (co-op) education programs.

[www.co-op.edu](http://www.co-op.edu)

World Association of Cooperative Education—The World Association for Cooperative Education is an international non-profit organization dedicated to helping interested individuals and institutions forge close ties between the classroom and the workplace.

[www.wace.org](http://www.wace.org)

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## Resource Guide for Universities/Colleges

### Part 3: Annotated Bibliography

#### 2003

*Field Work Savvy: A Handbook for Students in Internship, Co-Operative Education, Service-Learning, and Other Forms of Experiential Education*

Source: Barnes and Noble

Copyright 2003

*Field Work Savvy* is a reader-friendly guide that walks students of all ages through the following steps: searching and applying for field opportunities; resume writing; portfolio creation; interviewing; developing measurable goals; establishing the learning contract; best practices in the field; reflection; acquiring letters of recommendation; and bringing closure to field work. The lively, reality-based text is printed in an easy-to-read format appreciated by students. Sprinkled throughout are tips containing advice from experienced students, wisdom from veteran site supervisors and guidance from field work professionals. This book also contains current knowledge and practice in the field of experiential education and provides useful tips for site supervisors, motivations for employers to sponsor students and benefits field work brings to institutions of learning.

AUTHOR: Joan A. Milnes

PUBLISHER: Pleasant Word

ISBN: 1579215718

*Handbook for Research in Cooperative Education and Internships*

Source: Barnes and Noble

Copyright 2003

This handbook is designed to help cooperative education and internship professionals and employers design, carry out and disseminate quality research and evaluation studies of work-based education. It offers examples of current, leading-edge studies about work-based education but with a practical twist. The chapter authors frame their studies within a specific key research design issue, including finding a starting point and a theoretical framework; fitting research into one's busy practitioner workload; deciding on particular data-gathering methods and an overall methodological approach; integrating qualitative and quantitative methodologies; and disseminating results. Also addressed are questions and concerns that are relevant throughout the course of a research project: the use of theory in research; the role and relationship of program assessment to research; and ethical considerations in research. By combining descriptions of exemplary research and evaluation studies with practical advice from top researchers in the field, this volume serves as a tool for educators and employers who are designing and carrying out

their own studies, as well as a resource for what current research is discovering and affirming about the field itself. Educators from other fields, such as study abroad and service learning, will also find this book a reference in conducting research on experiential learning and teaching.

EDITORS: Patricia L. Linn

Adam Howard

Eric Miller

PUBLISHER: Lawrence Erlbaum Associates

ISBN: 0805841210 (paper)

0805841202 (hardcover)

#### 2002

*Educational Leadership: Performance Standards, Portfolio Assessment, and the Internship*

Source: Bookchecker

Copyright 2002

Academics from the field of education present a manual providing advice to educational interns and intern program managers on successfully navigating internships in American primary schooling. The role and responsibilities of interns and educational institutions are described; accrediting and licensing bodies are explained; and forms of intern assessment are examined.

AUTHORS: P. Lena Morgan

Albert S. Gibbs

C. Jay Hertzog

PUBLISHER: Rowman & Littlefield Publishers, Inc.

ISBN: 0810842653 (paper)

#### 2001

*The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*

Source: Amazon.com

Copyright 2001

This handbook is a unique core text/reference for internships, practicums and field placements in psychology, social work, counseling and related helping disciplines. Acknowledging, anticipating and addressing the everyday questions, anxieties, fears and concerns of interns, this practical handbook bridges the gap between academic coursework and the knowledge, skills and emotional challenges that are found in the "real world" of the helping professions.

Organized both chronologically and topically, the text begins with practical suggestions for how one finds an internship and concludes with how one terminates cases and looks ahead to career options. Along the way students learn about ethics, diversity, supervision, clinical writing, liability issues, dangerousness, stress, self-care and other essential, but often overlooked, topics.

## Resource Guide for Universities/Colleges

Part 3: Annotated Bibliography *continued*

It draws upon the latest research and information from psychology, psychiatry, social work, counseling and other helping professions, as well as extensive personal experience, and includes exercises for self-exploration and discussion along with easily removed forms for evaluations, critical information, ethics and other essential tasks.

- Uses a friendly and accessible writing style throughout.
- Organizes content along both chronological and thematic lines.
- Chapters are organized sequentially to anticipate the stages interns pass through—from selecting placements to finishing the internship—and the understandings or skills that will be required in those stages.
- Emphasizes practical knowledge based both on real-world experience and the latest literature and research in the field.
- Addresses in depth topics critical to interns, instructors and supervisors.
- Offers personal experiences designed to help interns realize that everyone makes mistakes, especially those struggling to apply classroom learning to the real world.
- Contains extensive discussion of ethics and liability issues pertaining to practitioners and students. Discusses issues and approaches to supervision and gives practical suggestions for making the most of the supervisory experience.
- Exercises and examples help students distinguish between strong and weak writing and better understand what is needed for clinical writing.
- Summarizes many of the major theories and concepts concerning diversity and applies them to the context of the students' experiences at their internship site.
- Helps students prepare for the emotions and other stresses of field work—a very important, but often overlooked, topic. Two full chapters discuss the stresses students encounter in the field and offer suggestions and exercises for promoting effective coping strategies.
- Openly discusses many “taboo” subjects in graduate programs—including boundary problems between interns and superiors, as well as issues related to the economics of the profession and the guilt many new professionals feel in charging a fee for their services.

AUTHOR: Brian N. Baird  
 PUBLISHER: Pearson Education  
 ISBN: 0130330256 (paper)

## 2000

The School Administrator Internship Handbook: Leading, Mentoring, and Participating in the Internship Program

Source: Amazon.com

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This handbook is written for the intern to understand both the internship program and the roles of all of the participants in the program. The book helps interns self-assess leadership ability, challenge one's commitment to the field, become a reflective practitioner, and collaborate with the field mentor and the university faculty member to make the internship a rich and valuable experience.

Internship directors will find that the handbook addresses them as well, provides opportunities to assess students' abilities to take theory to practice, develop community outreach programs and assess the effectiveness of the entire preservice program. Mentors will get a clear understanding of their role in facilitating the intern's experience.

Other key topics include examining current practices; establishing goals and objectives; defining internship standards; preparing project proposals; developing leadership skills; understanding the roles of the participants; evaluating and assessing the participants and the program; and moving beyond the internship.

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### Benefits to the Organization

*Reduced recruiting costs*—These programs offer access to a highly motivated and skilled labor pool. In many circumstances, it is more cost-effective to hire an intern than it is to hire a part-time or temporary employee.

*Fresh perspectives*—Students can offer new and objective viewpoints to stimulate creative problem solving.

*Motivated workers*—Student workers are enthusiastic and eager to learn.

*Completion of special projects*—Hiring student interns may allow the company to complete special projects, which would otherwise go undone.

*Increased access to minority candidates*—Working with interns can assist employers in implementing affirmative action or diversity programs by providing broader access to qualified minority candidates.

*“Try before you buy”*—Organizations have the opportunity to “test out” the intern to make sure he or she is a good fit. If the student is performing satisfactorily, the organization may consider hiring this individual in the future.

*Good exposure within the community*—Organizations who provide interns with opportunities may be seen in a positive light in that they are giving back to the community by preparing the future workforce.

### Fair Labor Standards Act Compliance

Though students may sometimes be willing to trade work for the opportunity to gain experience, employers should consider applicable wage and hour laws when designing their internship programs. A work-study or internship program must be carefully structured and documented to ensure compliance with the Fair Labor Standards Act (FLSA). Generally, the FLSA states that if a company benefits at all from the use of interns, it will be required to pay them at least minimum wage.<sup>6</sup> To determine their obligations under FLSA, organizations should consider the following questions before hiring an intern:

- **Who benefits?** If the intern will do “productive work” from which the organization benefits, the individual may be considered an “employee” and may be entitled to minimum wage and possible overtime protection under FLSA. In contrast, if the internship is part of an education program designed and administered by a college or university where the student is receiving academic credit, the FLSA will not apply.<sup>7</sup> The internship should be set up primarily as a learning experience and not as a way to obtain free labor.
- **Has the intern been promised a regular position with the organization?** If the organization offers the promise of a regular job at the end of the internship, this makes the internship in essence a trial or probationary period. The intern is then being treated like an employee and should be compensated as such.
- **Does the intern perform duties typically performed by an employee?** If the intern seems to be replacing a regular employee, it may be an indication that the intern is being treated like an employee.
- **Is the internship part of an established educational program for which the intern receives academic credit?** A college or university granting credit for the internship adds legitimacy to the program as a formal educational experience.

For more information about FLSA compliance, visit these Web sites:

Department of Labor Opinion Letters  
[www.shrm.org/hrtools/dolopinionletters.asp](http://www.shrm.org/hrtools/dolopinionletters.asp).

SHRM White Papers:  
[www.shrm.org/hrresources/whitepapers\\_published/SP%20TOC.asp#TopOfPage](http://www.shrm.org/hrresources/whitepapers_published/SP%20TOC.asp#TopOfPage)

## Developing a Quality Internship Program

To be a valuable experience for both the student and the organization, goals and expectations must be aligned. The goal of a quality internship should be to provide a supervised work experience in order for students to build their expertise and proficiency as well as enhance their problem-solving abilities. The internship structure should allow students to build skills, apply them to special problem-solving situations and participate in at least one student/organization evaluation. Internship programs can be counterproductive for both the organization and the student if they are not designed and implemented properly.

The first step is to identify key academic faculty or personnel. An excellent way to accomplish this is to utilize any staff members who are alumni from the academic institutions that the organization is interested in targeting and invite these individuals to assist in identifying and developing a relationship with faculty and personnel.<sup>8</sup> The second step is to identify company employees who will represent the organization. One option is to use alumni of the targeted academic programs as part of the recruiting team. If no alumni exist, the next best option is to use someone who has a vested interest in building a strong relationship, such as a recruiting manager.

After these individuals have been identified, it is important to arrange a meeting between the organization's recruiting representatives and the academic faculty or personnel. There are five resources that should be identified and contacted: career services staff, admissions staff, faculty, members of student organizations and gatekeepers.<sup>9</sup>

The career service staff is the most important of the five resources listed above as they can provide names of additional people to meet, and they usually know the inner workings of the institution and can provide advice on the politically correct approach. In addition, the career staff can provide ground rules and expectations. The best time to start this process is during a nonrecruiting period, so that the appropriate individuals are available to meet.

Once an internship program has been established, it is important to examine what an organization should do in order to have a successful program. Although individual aspects of the internship program may differ from organization to organization, a strong program should consistently include a number of elements. Most importantly, the program must be built around the educational experience of the student. Begin by writing a well-defined plan of activities and job tasks for the student intern. Be sure to include a broad spectrum of responsibilities, so the student gains a better understanding of the organization in its entirety and the day-to-day functions. Structure the internship

so that the student not only gains knowledge and experience, but also contributes to the organization. A certain level of responsibility should be associated with the position. When interns experience true-to-life working conditions, they have fewer surprises early in their careers.

### Ways in which organizations may utilize interns:

- Assisting more experienced employees.
- Completing short-term assignments where hiring an additional full-time employee is not practical.
- Assisting during peak periods of work.
- Acting as technical assistants on research teams—conducting literature searches, routine testing, sampling, mathematical calculations and flow charts.

Each intern will possess different capabilities and bring a different level of experience to the internship. Therefore, any internship program must allow for customization and provide the best possible format to meet the unique needs of each intern. In order to accomplish this, ask the intern to submit an outline of what he or she wishes to accomplish. There are three main aspects to keep in mind—timing, budget and your hiring strategy.

1. **Timing.** Some companies offer internships during the summer months only. A longer internship, for example over a six-month period, may provide a more rounded experience, exposing the student to important activities that occur throughout the year.
2. **Budget.** Remember there are costs beyond hourly compensation. For example, some programs include housing and a bonus plan.
3. **Hiring strategy.** When seeking an intern, do not limit hiring strategy to considering only those students enrolled in a human resource program.

It is important that the intern become more than a hired hand or cheap labor on the team. The primary purpose of a good internship program should be to expose students to the practical side of human resource management, so that students can tailor their education to best meet a realistic career path.

Practical experience helps students better understand classroom theories and information and how they are applied to real conditions in an organization. It is also an excellent way to prepare for the transition from the classroom to the workplace. In addition, the internship allows students to develop personal contacts, which may lead to job placement opportunities and build self-confidence, leadership and good communication skills while working with others.

Because getting a job after graduation is usually the major goal for students, expand the internship program to help them with employment search skills by doing the following:

1. Set up mock interviews.
2. Review and critique their resume ensuring that it gives prominence to the internship experience. Introduce them to other supervisors.
3. Provide them with a list of networking contacts. Of course, a logical outcome of an internship program is to hire that student after graduation, even though this should not be promised to the intern. What better way is there to groom a potential employee and have a legal sneak peek of his or her work ethic?

### Organization Responsibilities

The commitment that comes with accepting an internship is significant for everyone involved: the academic institution, the student and the supervisor. The institutional representative is responsible for the academic soundness of the experience, program structure, project feasibility, credit hours to be earned, working closely with the student to select the site and guiding the program by outlining the type of placement planned.

Organizations interested in participating in an internship program should first acquire the complete details of the program from the academic institution. The organization must ensure that its needs are consistent with the academic program's objectives. Therefore, the organization also has to determine the same types of information as the university or college, along with other responsibilities as outlined below.

1. Determine the length of internship (e.g., summer, semester or year).
2. Establish an appropriate work schedule. Take into account available supervision, workload fluctuations and student availability. Many universities and colleges will allow students involved in such programs to block out portions of their schedules for their internship commitment. Also, decide on the number of hours per week that the intern will work.
3. Establish the level of pay and benefits if appropriate. Consider whether the internship will be paid (e.g., competitive salary, minimum wage or stipend) or if the intern will earn college credit. Some companies will offer benefits to the students, including such extras as paid lunches or employee discounts.
4. Establish clear job requirements for internship positions. These requirements should include minimum grade point average, experience and level of education expected of the candidates.

### Typical projects assigned during human resource management internships:

- Designing and implementing a salary survey.
- Writing job descriptions.
- Developing an exit questionnaire.
- Monitoring pertinent pending legislation.
- Assisting with affirmative action projects.
- Conducting telephone surveys.
- Assisting in job interviews and follow-up.
- Observing and assisting in contract and labor negotiations.
- Writing operating procedures in compliance with federal laws.
- Developing and implementing employee training programs.
- Implementing and conducting training on HRIS systems.

5. Determine the nature of the work (e.g., if the intern will work on a specific project or perform duties of a regular position).
6. Identify the level of supervision required by the supervisor at the organization.
7. Screen the candidates and participate in establishing learning objectives for the students. In most programs, the company is given the opportunity to interview internship candidates and to select the intern. The academic institution is responsible for prescreening the students, matching academic specialties with the organization's specifications and setting up the interview schedule.
8. Provide a challenging position that will enable the student to use the knowledge, skills and abilities that have been gained in an academic setting.
9. Provide adequate supervision to support the interns in accomplishing their objectives. Make sure the intern has someone to whom he or she can pose questions and who can assist the intern in reaching the goals he or she and the organization set for the length of the internship. It is also important for consistency and cohesiveness for the student to report to and take direction primarily from one individual. Students appreciate the opportunity to have good lines of communication with senior management. It allows them to learn more and makes them feel like they are part of the team.
10. Prepare staff members. All company employees who will be interacting with the intern should understand that the student is there for learning as well as working, and they should be encouraged to share their knowledge and expertise freely.

11. Orient the student regarding the organizational culture, expectations, policies and work procedures. The student should also be oriented in safety instruction on his or her first day of work or before being sent into the field. Please see Figure 1: Orientation Checklist for a sample of what to include in an orientation.
12. Help the student develop learning objectives based on academic requirements, if these are not provided by the educational institution. Sign and date the objectives.
13. Continually supervise the student on the tasks outlined in the learning objectives.
14. Discuss with the student the method of performance evaluation that will be used. The performance appraisal should be obtained from the student's educational institution or developed by both the supervisor and the student. It should also reflect the learning objectives.
15. Give the student honest feedback and constructive criticism about his or her job performance by completing regular progress reports. Make every effort to meet with the student at least once a week to review progress. The intern should receive regular feedback, either verbally or in writing, on his or her progress toward accomplishing the objectives.
16. Evaluate the program and the intern's experience. After the intern has completed his or her assignment, have the student fill out an evaluation form of his or her experience, including suggestions for improvement.
17. Keep accurate records of the day-to-day activities as well as the short-term and long-term projects on which the intern worked. A copy of the objectives should be included as well as a list of all of the items that were accomplished. Discuss or summarize, giving examples, the overall assessment of the intern.

If the internship program will be conducted in a unionized environment, the program should be discussed with union representatives prior to selecting an intern. It should be emphasized to the representatives that the program is an educational training cycle leading to a professional position, much like union-sponsored apprenticeship programs.

The goal of a well-developed internship is to expose each intern to virtually every aspect of human resource management. As the intern masters each task, he or she can progress to more challenging responsibilities.

**Figure 1 | Orientation Checklist<sup>10</sup>**

1. Review organization and department missions
2. Explain the need-to-know items:
  - Parking
  - Work station
  - Smoking policy
  - Specific work dates and times
  - Office hours, breaks and lunches
  - Intranet (if applicable)
  - Using the copy machine, phone and other equipment
3. Explain the benefits and options (Note: the following are examples of benefits some companies may offer):
  - Attend courses
  - Borrow books and reference materials from the library
  - Receive career guidance from supervisor and other executives
  - Receive job references and recommendations
4. Review the internship:
  - Job description
  - Results expected
  - Action plan
  - How the internship responsibilities relate to departmental mission
5. Review the company/department standards to include:
  - The intern's performance
  - Attendance and punctuality
  - Conduct in a corporate environment
  - General appearance and expected attire (casual dress days, etc.)
6. Explain the work process:
  - Job authority and responsibility
  - Tact and concern
  - Resources and secretarial assistance
  - Weekly meetings
  - Open door policy
  - Two-way communication
  - End of internship evaluation
7. Orient the intern to the work area:
  - Post a notice via an all-staff e-mail or on the company intranet introducing the intern (name, school, department, applicable projects/duties)
  - Provide a security card (if required)
  - Provide a sketch of workstations and the name and title of each worker
  - Make introductions and explain work relationships
8. Begin the internship

### Pitfalls to Avoid

The vast majority of students who participate in internship programs report that such programs provide excellent experience and the opportunity to develop valuable business contacts. In occasional cases, however, the program lacks structure, and the assignments provided are not challenging enough, or the direct supervision provided is inadequate. In such cases, the students may have difficulty accomplishing their work and learning objectives, which could result in dissatisfaction on the part of the student and/or the organization.

Some student interns report dissatisfaction resulting from the lack of a formal evaluation of their performance. When constructive feedback is given, the internship experience can be used to help students identify weaknesses and begin to correct them before starting a permanent position. To do this effectively, the student must receive a performance evaluation. Structured feedback is an important part of the overall learning experience.

Work-study and internship arrangements should be closely monitored to prevent an unsatisfactory outcome.

### Possible Benefits *Beyond Education*

After developing the educational component of an internship program, the next step is to define the compensation and benefits package. Following are some additional benefits organizations may provide to student interns.

- **Hourly wage.** The hourly wage can vary depending upon experience, but according to Jobweb.com, the average hourly wage (for all majors) for co-op is \$14.15 and \$13.43 for interns.<sup>11</sup> Generally, the hourly wage for an intern ranges from \$8.00 to \$20.00 per hour.<sup>12</sup> It should be noted that the hourly rate may change based on geographic region as well as industry and previous internship experience.
- **Housing.** Housing may be provided at little or no cost. (It may be more economical to hire two interns and have them share housing. Consider housing near the company to eliminate travel costs and time.)
- **Bonus.** Bonuses are structured to reward those who stay through the agreed-upon completion date.
- **Transportation allowance.** This benefit is for those interns who do not need housing, and helps defray the costs traveling to and from the organization.
- **Meal allowance.** This benefit usually includes one meal per day on-site.

Some companies prefer to pay interns a stipend or to make a donation to the school or chapter to thank them for an intern's services. These may be viable alternatives in some cases; however, the company must still comply with FLSA requirements.

If a company has determined that it is required to compensate the interns according to FLSA, then the stipend must be equivalent to an hourly rate of at least the minimum wage for all hours worked. A donation would not be appropriate in this situation because no remuneration would go to the student. If a company feels that no direct compensation of the student is required under FLSA, then a stipend or a donation of any amount can be given.

### Experiential Learning

Many colleges and universities have formal internship programs available to their students. Below are examples of two such programs. This information may be useful when structuring an internship program.

#### University of Akron

[www.uakron.edu/ccm/employers/empcoop/newemp.php](http://www.uakron.edu/ccm/employers/empcoop/newemp.php)  
(330) 972-8655

The University of Akron offers numerous resources online via its Center for Career Management (CCM) geared toward employers who are looking to start a co-op or internship program. The University of Akron's CCM provides information about the benefits of internship programs, the steps to running a successful co-op/internship program, how to create a project description, sample supervisory responsibilities and more.

#### University of Vermont

[www.uvm.edu/academics/undergraduate/?Page=careers.html](http://www.uvm.edu/academics/undergraduate/?Page=careers.html)  
(802) 656-3450

The University of Vermont offers a selection of sample forms geared specifically toward co-op programs. More information regarding the purpose of co-ops and their benefit to students and organizations is also available in the University of Vermont's *Get Experience!* student handbook ([www.uvm.edu/~career/?Page=students/get\\_exp/EE\\_handbook.html&SM=students\\_submenu.html](http://www.uvm.edu/~career/?Page=students/get_exp/EE_handbook.html&SM=students_submenu.html)).

## Resource Guide for Organizations

## Part 1: Selected Articles

The following is a selection of articles, with corresponding abstracts, regarding various aspects of internship programs. Copies of these articles may be obtained through document delivery services (listed at the end of the article selections).

Cannon, J. Andrew, & Arnold, Mark J. (1998, March/April). Student expectations of collegiate internship programs in business: A 10-year update. *Journal of Business Education*, 73, 4, 202-206.

The findings of this research indicate that students have adopted a significantly more pragmatic orientation to college internship programs in business. Students are increasingly seeing the internship less as a vehicle for augmenting their education and more as a means of gaining a competitive edge in the marketplace for new jobs. Business schools should accordingly ensure that the strategic focus of their internship programs reflects the reality of today's employment market and what students expect from such programs. They should strongly consider allocating additional resources to internship programs, improving program flexibility and further encouraging student participation.

Deck, Stewart. (2000, March 1). 6 degrees of hire learning. *CIO*, 13, 10, 132-140.

Increasingly, companies are turning to interns as a way to entice well-educated, highly skilled students to work for them after graduation. Fifty-two percent of interns accept full-time jobs at the companies they have interned with, according to a recent poll of 430 National Association Colleges and Employers member companies. With this in mind, a variety of companies, including IBM, Merrill Lynch and Electronic Arts, have retooled and refined their programs over the past two years to bring in more and higher-quality interns in an effort to recruit future full-time employees. Here is how to get the most out of an internship program: 1) invest appropriate resources into the program; 2) provide mentors; 3) provide interesting work on real teams; 4) expose interns to other business functions and executives; 5) recession-proof the internship program; and 6) monitor interns' satisfaction with the program.

Elkins, Teri J. (2002, Summer). Academic internships with the equal employment opportunity commission: An experiential approach to teaching human resource management. *S.A.M. Advanced Management Journal*, 67, 3, 40-47.

For many years, managers have pointed out a major gap in students' business and management courses: practical experience and real-world skills. A well-designed internship course can supply this missing piece, but not if the students are given trivial or meaningless tasks. The course must foster critical thinking, give interns real responsibilities and require constant feedback and evaluation by managers or mentors. Reflecting this rigorous structure and careful monitoring, an internship course offered by the University of Houston with the Houston District Equal Economic Opportunity Commission office seems to meet the requirements to provide successful hands-on experience.

Gault, Jack, Redington, John, & Schlager, Tammy. (2000, April). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, 22, 1, 45-54.

An investigation is conducted into the relationship between early career success and past participation in an undergraduate field internship. The study extends earlier research on the effects of formal marketing education on career success. A survey of intern and nonintern business alumni of a northeastern U.S. public university indicated significant early career advantages for undergraduates with internship experience. Advantages included less time to obtain first position, increased monetary compensation and greater overall job satisfaction. In addition to the career benefits provided to the students, the positive implications for marketing educators, university administrators and intern employers are also discussed.

Goodspeed, Linda. (2001, August 10). Once luxuries, internships are now educational staples. *The Boston Business Journal*, 21, 27, 39.

College internships, once an indulgence, are more and more becoming an essential part of the undergraduate experience for many students. Internships give students the chance to experiment with different career paths, majors and employers. And employers get a chance to change their minds about a prospective full-time hire.

Grabczynski, Sandra. (2000, May). Nab new grads by building relationships with colleges. *Workforce*, 79, 5, 98-103.

The article discusses actions organizations should undertake in order to start an internship program. Among the steps highlighted are identifying key school people, selecting company representatives and visiting key people.

## Resource Guide for Organizations

### Part 1: Selected Articles *continued*

Henry, Eleanor. (2002, April/May). Setting up a student internship with a university. *The National Public Accountant*, 23-24.

Most internships are work-based, co-operative educational experiences among academic programs, students and employers. Employers benefit from tapping into a pool of fresh talent and identifying the best prospects for future hiring. Most internships are offered during a semester or summer for academic credit. Companies can initiate an internship relationship with a nearby college or university. However, the following advance planning helps ensure a successful internship: 1) write a job description for the intern; 2) contact the school; 3) review employer responsibilities; and 4) consider quality of the internship.

Kelsey, Jill Mohler. (2002, Fall). Fighting fires with interns: Building a program that keeps YOU on track. *Public Relations Quarterly*, 47, 3, 43-45.

An internship, or practicum, provides on-the-job working experience to college students and recent graduates. It can be paid or unpaid—within legal bounds and university policy—and it solves the need for another pair of hands. The article highlights ways of determining the organization's intern needs and securing an intern. A simple application of the proverbial four-step process holds the key to mutual productivity and satisfaction. The four steps are research, planning, action and evaluation.

Knouse, Stephen B., Tanner, John R., & Harris, Elizabeth W. (1999, March). The relation of college internships, college performance, and subsequent job opportunity. *Journal of Employment Counseling*, 36, 1, 35-44.

This study examined the relationship of business college internships to college performance and to subsequent job opportunities. Whites were more apt to have had an internship than African Americans, and there were no differences by gender. Students with internships had a significantly higher overall grade point average, were somewhat younger upon graduation and were more apt to be employed upon graduation than students without internships. Internships were thus related to both better college performance and to receiving a job offer upon graduation. Discussion centered on the role of internships in realistic job expectations and recommendations for improving internships.

Lantos, Geoffrey P. (1994). Faculty internships: A means to bridge the academic/practitioner gap. *The Journal of Product and Brand Management*, 3, 4, 15-31.

Faculty internships in business organizations are becoming a popular means to satisfy the criticism that too many business professors lack recent, relevant experience. Encouragement to, and reasons for, marketing educators and business people to seriously consider faculty internships are offered as a means to bridge the gap between marketing education and business practice. The structure and implementation of faculty internships are discussed, and the advantages, as well as problems, of internships for academic institutions, firms, professors and students are examined. The recent experience of a faculty intern in a well-known package goods company is used as an example, and lessons learned from the experience are discussed. Observations on differences between the academic world and the corporate world are provided.

McDonald, Susan. (2001, March 2). Planting a future work force. *Business First*, 17, 31, 34.

Fifteen years ago, college student Larry Sinclair was an intern in Churchill Downs' marketing department, hoping to add a little practical experience to his resume. Today, Sinclair is still there, but now he is director of sales and marketing for the racetrack. Internships, which are sometimes called co-ops, are programs through which students receive supervised, career-related experience by working full time or part time for a business, government agency or other organization. Internships usually last one semester, but some may be renewed at the discretion of the employer. Whether a business is a multinational Fortune 500 corporation or a mom-and-pop store, an internship program can benefit both the business and the student, said several local sources. This article discusses Sinclair's experience as well as tips for a successful internship program.

Messmer, Max. (1999, April). Establishing a successful internship program. *Business Credit*, 101, 4, 42-43.

Internship programs for college students are increasingly common at major companies. These programs play an invaluable role in a firm's recruiting, staffing and leadership development efforts, particularly when it comes to filling key entry-level positions. Keys to establishing a successful internship program are discussed.

## Resource Guide for Organizations

### Part 1: Selected Articles *continued*

Pianko, Daniel. (1996, December). Power internships. *Management Review*, 85, 12, 31-33.

Getting top-notch employees as college students is a good recruitment tool that requires challenging interns with exciting assignments and enticing perks. It used to be students would do anything for a chance to put real-life experience on their resumes. Now more and more students are less inclined to do menial work, and that is fine for employers who see well-trained employees as the payoff for well-groomed interns. Power internships allow companies to find the talent earlier, track them and provide a ready supply of new college hires.

Stewart, Jim, & Knowles, Vanessa. (2003). Mentoring in undergraduate business management programmes. *Journal of European Industrial Training*, 27, 2-4, 147.

This paper provides an overview of the role and contribution of mentoring in the context of a degree program in which students spend their second and third years in-company. In addition to describing the process within the context of the degree, the paper examines the particular mentoring design features. Of specific interest is the shared mentoring role of academic members of staff and in-company managers and the variety of roles adopted by each of them, including coacher, facilitator, networker, counselor. In addition, the mentors share a role in assessing students' work in relation to their skills development, focusing on transferable skills, namely, communication, team working, adaptability and leadership. This paper draws upon findings of primary research conducted with the mentoring teams that exist within the wide range of consortium companies that sponsor the second and third years of the degree program at Nottingham Business School. The paper reports the perceived benefits of such a mentoring process for academics and practitioners working in partnership to support and enhance the students' learning experience.

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[www.lib.umich.edu/mits](http://www.lib.umich.edu/mits)

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[www.nypl.org/express](http://www.nypl.org/express)

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<https://sgj17.netservers.net/tdico.com>

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## Resource Guide for Organizations

### Part 2: Internet Resources

The following sources offer general and topic-specific information regarding internships. Some Web sites provide additional links and resources.

The Accreditation Council for Cooperative Education—The Accreditation Council for Cooperative Education has been established as an independent entity with its primary mission to recognize the achievement and maintenance of standards for programs of cooperative education.

[www.co-opaccreditation.org](http://www.co-opaccreditation.org)

CareerBuilder—Click on “Employers” to search resumes and post jobs.

[www.careerbuilder.com](http://www.careerbuilder.com)

Monsterboard—Click on “Employers” to search resumes and post jobs for a fee.

[www.monster.com](http://www.monster.com)

MonsterTrak Listings—MonsterTrak connects the most progressive companies with the most qualified career-minded individuals. Post internships for qualified candidates at the college of your choice.

[www.monstertrak.com/employers](http://www.monstertrak.com/employers)

National Association of Colleges and Employers

[www.jobweb.com/experiential/jintern.htm](http://www.jobweb.com/experiential/jintern.htm)

NACElink—A national job posting site and resume site sponsored by the National Association of Colleges and Employers and DirectEmployers.

[www.nacelink.com](http://www.nacelink.com)

National Commission for Cooperative Education—This site provides information about cooperative (co-op) education programs.

[www.co-op.edu](http://www.co-op.edu)

Society for Human Resource Management—Information about pricing for posting an ad for an intern can be found on this Web site.

[www.shrm.org/jobs/employers](http://www.shrm.org/jobs/employers)

Wetfeet Internet Search Engine—Employers can search the resume database or post openings for a fee.

[www.wetfeet.com/employer/home.asp](http://www.wetfeet.com/employer/home.asp)

World Association of Cooperative Education—The World Association for Cooperative Education is an international non-profit organization dedicated to helping interested individuals and institutions forge close ties between the classroom and the workplace.

[www.wace.org](http://www.wace.org)

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## Resource Guide for Organizations

## Part 3: Annotated Bibliography

## 2003

Field Work Savvy: A Handbook for Students in Internship, Co-Operative Education, Service-Learning, and Other Forms of Experiential Education

Source: Barnes and Noble

Copyright 2003

*Field Work Savvy* is a reader-friendly guide that walks students of all ages through the following steps: searching and applying for field opportunities; resume writing; portfolio creation; interviewing; developing measurable goals; establishing the learning contract; best practices in the field; reflection; acquiring letters of recommendation; and bringing closure to field work. The lively, reality-based text is printed in an easy-to-read format appreciated by students. Sprinkled throughout are tips containing advice from experienced students, wisdom from veteran site supervisors and guidance from field work professionals. This book also contains current knowledge and practice in the field of experiential education and provides useful tips for site supervisors, motivations for employers to sponsor students and benefits field work brings to institutions of learning.

AUTHOR: Joan A. Milnes

PUBLISHER: Pleasant Word

ISBN: 1579215718

Handbook for Research in Cooperative Education and Internships

Source: Barnes and Noble

Copyright 2003

This handbook is designed to help cooperative education and internship professionals and employers design, carry out and disseminate quality research and evaluation studies of work-based education. It offers examples of current, leading-edge studies about work-based education but with a practical twist. The chapter authors frame their studies within a specific key research design issue, including finding a starting point and a theoretical framework; fitting research into one's busy practitioner workload; deciding on particular data-gathering methods and an overall methodological approach; integrating qualitative and quantitative methodologies; and disseminating results. Also addressed are questions and concerns that are relevant throughout the course of a research project: the use of theory in research; the role and relationship of program assessment to research; and ethical considerations in research. By combining descriptions of exemplary research and evaluation studies with practical advice from top researchers in the field, this volume serves as a tool for

educators and employers who are designing and carrying out their own studies, as well as a resource for what current research is discovering and affirming about the field itself. Educators from other fields, such as study abroad and service learning, will also find this book a reference in conducting research on experiential learning and teaching.

EDITORS: Patricia L. Linn

Adam Howard

Eric Miller

PUBLISHER: Lawrence Erlbaum Associates

ISBN: 0805841210 (paperback)

0805841202 (hardcover)

## 2002

Educational Leadership: Performance Standards, Portfolio Assessment, and the Internship

Source: Bookchecker

Copyright 2002

Academics from the field of education present a manual providing advice to educational interns and intern program managers on successfully navigating internships in American primary schooling. The role and responsibilities of interns and educational institutions are described; accrediting and licensing bodies are explained; and forms of intern assessment are examined.

AUTHORS: P. Lena Morgan

Albert S. Gibbs

C. Jay Hertzog

PUBLISHER: Rowman & Littlefield Publishers, Inc.

ISBN: 0810842653 (paper)

Building a Premier Internship Program. A Practical Guide for Employers

Source: National Association of Colleges and Employers

Copyright 2002

This guide outlines the basics of building a top-notch internship program—program design, implementation, documentation, metrics and more. It discusses how to build a business case for an internship program and demonstrate its use to the organization; design a recruitment-focused program that feeds the college recruiting program efficiently and effectively; use a conversion-oriented approach to select interns; create effective orientation programs for interns as well as their supervisors and mentors; achieve consistent supervision and evaluation; and evaluate and document your internship program.

Written by seasoned college recruiting professional Julie Cunningham, this new resource features 18 sample forms, checklists, schedules and other pieces (included on a PC-compatible CD-ROM) that can be adapted for any internship program, including:

## Resource Guide for Organizations

### Part 3: Annotated Bibliography *continued*

- Timeline for Headcount Planning and Recruitment Activities.
  - Intern Manager and Mentor Orientation Meeting Agenda.
  - Preparing for Your Intern: Checklist for Managers/Mentors.
  - Sample Intern Orientation Meeting Agenda.
  - Sample Intern Hiring Process Survey.
  - Sample Intern Exit Survey.
  - Sample Form: Manager's Evaluation of Intern.
  - Sample Documentation: Standards for Interns.
  - Sample Plan for Marketing Internship Program.
- AUTHOR: Julie Cunningham  
 PUBLISHER: National Association of Colleges and Employers  
 CODE: 290204IP

## 2001

### Corporate View: Management and Human Resources

Source: Barnes and Noble

Copyright 2001

*Corporate View* is a series of text/simulations that use a live corporate intranet. Students learn to communicate and understand corporate terminology, research and make business decisions, use the Internet and corporate intranet as office tools, and work in real and virtual teams. The *Corporate View* titles can be used in any order, independently or jointly. *Corporate View: Management and Human Resources* is a text/simulation that lets students complete entry-level activities in the human resources department of a large corporation. Students rely on a live corporate intranet as they perform activities related to recruitment, hiring, employee benefits, training and legal compliance.

This book/CD-ROM package explores how the human resources department contributes to the well-being of employees in every department of a corporation. The text introduces eight human resource skills; explains the importance of managing employee benefits, communicating with employees and evaluating their performance; and teaches students and entry-level employees in human resources to use policies and procedures to advocate for and protect the rights of employees. Learning features include activities and chapter reviews. The companion Web site can be used to complete research exercises.

AUTHORS: Karl Barksdale

Cheryl L. Beck

PUBLISHER: South-Western

ISBN: 0538699787 (paperback)

### The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions

Source: Amazon.com

Copyright 2001

This handbook is a unique core text/reference for internships, practicums and field placements in psychology, social work, counseling and related helping disciplines. Acknowledging, anticipating and addressing the everyday questions, anxieties, fears and concerns of interns, this practical handbook bridges the gap between academic coursework and the knowledge, skills and emotional challenges that are found in the "real world" of the helping professions.

Organized both chronologically and topically, the text begins with practical suggestions for how one finds an internship and concludes with how one terminates cases and looks ahead to career options. Along the way students learn about ethics, diversity, supervision, clinical writing, liability issues, dangerousness, stress, self-care and other essential, but often overlooked, topics.

It draws upon the latest research and information from psychology, psychiatry, social work, counseling and other helping professions, as well as extensive personal experience, and includes exercises for self-exploration and discussion along with easily removed forms for evaluations, critical information, ethics and other essential tasks.

- Uses a friendly and accessible writing style throughout.
- Organizes content along both chronological and thematic lines.
- Chapters are organized sequentially to anticipate the stages interns pass through—from selecting placements to finishing the internship—and the understandings or skills that will be required in those stages.
- Emphasizes practical knowledge based both on real-world experience and the latest literature and research in the field.
- Addresses in depth topics critical to interns, instructors and supervisors.
- Offers personal experiences designed to help interns realize that everyone makes mistakes, especially those struggling to apply classroom learning to the real world.
- Contains extensive discussion of ethics and liability issues pertaining to practitioners and students. Discusses issues and approaches to supervision and gives practical suggestions for making the most of the supervisory experience.
- Exercises and examples help students distinguish between strong and weak writing and better understand what is needed for clinical writing.

## Resource Guide for Organizations

### Part 3: Annotated Bibliography *continued*

- Summarizes many of the major theories and concepts concerning diversity and applies them to the context of the students' experiences at their internship site.
- Helps students prepare for the emotions and other stresses of field work—a very important, but often overlooked, topic. Two full chapters discuss the stresses students encounter in the field and offer suggestions and exercises for promoting effective coping strategies.
- Openly discusses many “taboo” subjects in graduate programs—including boundary problems between interns and superiors, as well as issues related to the economics of the profession and the guilt many new professionals feel in charging a fee for their services.

AUTHOR: Brian N. Baird

PUBLISHER: Pearson Education

ISBN: 0130330256 (paperback)

## 2000

The School Administrator Internship Handbook: Leading, Mentoring, and Participating in the Internship Program

Source: Amazon.com

Copyright 2000

This handbook is written for the intern to understand both the internship program and the roles of all of the participants in the program. The book helps interns self-assess lead-

ership ability, challenge one's commitment to the field, become a reflective practitioner, and collaborate with the field mentor and the university faculty member to make the internship a rich and valuable experience.

Internship directors will find that the handbook addresses them as well, provides opportunities to assess students' abilities to take theory to practice, develop community outreach programs and assess the effectiveness of the entire preservice program. Mentors will get a clear understanding of their role in facilitating the intern's experience.

Other key topics include examining current practices; establishing goals and objectives; defining internship standards; preparing project proposals; developing leadership skills; understanding the roles of the participants; evaluating and assessing the participants and the program; and moving beyond the internship.

AUTHORS: Ronald L. Capasso

John C. Daresh

PUBLISHER: Corwin Press (January 2001)

ISBN: 0761976566 (hardcover)

ISBN: 0761976574 (paperback)

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As mentioned previously, in order to compete in today's professional environment, students need more than just a college degree. The lengthening periods of formal education for growing numbers of young people have changed the work/education pattern. In addition, businesses are putting pressure on schools to better prepare students for the actual requirements of their first position. These factors have created an increasing demand from students and academic institutions for more and better internship experiences.

Practical work experience is an indispensable part of the learning process as preparations are made to become skilled throughout one's career. The main purpose of an excellent internship program should be to expose a student to a realistic perspective of human resource management. Exposure to the management side of the operation will assist the student in customizing his or her education to best meet career goals.

Practical experience helps students better understand classroom theories and information and their application to real situations in the workplace. It is also a great way to prepare for the transition from the classroom to the workplace. Additionally, the internship allows students to develop personal contacts that may lead to job placement opportunities and build self-confidence, leadership and good communication skills while working with others.

For many students, the internship experience is more than valuable—it is crucial. An internship could be a student's saving grace when hiring practices and the economy rebound, offering a leg up on the competition when applying for jobs.<sup>13</sup> The competition among college graduates is fierce. The trend, according to Mark Kenyon, program director for experiential learning at the University of Maryland's career center, is to have four internships by graduation—one for each year of college. Some students even begin securing internships in high school.<sup>14</sup> Clearly this is an area that is seeing an increase in importance among students. Internship experiences should help students narrow down their career choices, hone their job skills, personally focus their work values and decrease their anxiety about the job search.<sup>15</sup> Furthermore, having an internship or co-op on the resume has been found to earn an 8.9 percent larger starting salary over a new hire with no experience.<sup>16</sup>

### Benefits to the Student

*Gain a realistic perspective of the working world*—A frequent complaint of recruiters is that students have unrealistic expectations of the workplace. Internship programs give students the chance to form a realistic picture of the working world. While some students report that their internships were intense, educational and worthwhile, others find themselves learning little as they fulfill the more mundane tasks the organization needs done. Still, intern-

ships are often what the individual puts into them. According to a former intern, "Internships are a good way to get into the door, and you can learn a lot just by being around people in your field. I asked a lot of questions. Yes, you will be asked to do the photocopying, but that isn't all that is involved. You will also be given good work because the company really needs you."<sup>17</sup>

*Obtain marketable work experience*—Students can gain experience in the type of position they will pursue after college. This real-world experience will make them very attractive to potential employers.

*Make valuable business contacts*—Contacts made on the job can often assist students in finding permanent employment after graduation.

*Obtain a realistic job preview*—Students gain experience of what certain jobs will be like, which gives them a chance to change their career choice, if necessary.

*Earn money while still in school*—If paid, internships provide not only experience but also financial benefits to students.

### Student Responsibilities

The commitment that comes with accepting an internship is significant for everyone involved: the organization, the student and the supervisor. Below is an outline of the student's responsibilities both prior to starting an internship as well as once the internship has started.

1. Write or organize the cover letter and resume. If help is needed with writing a resume, check to see if a resume-writing service is offered.
2. Select and obtain an internship. This might be done on one's own, through the academic department or by registering with the school's career assistance or placement center. SHRM also provides its student members with internship listings online at [www.shrm.org/students/intern\\_published](http://www.shrm.org/students/intern_published).
3. Through consultation with faculty advisor, develop a statement of intent or specific objectives the student wishes to achieve during the internship. Ensure that the organization is aware of student's objectives **before** the beginning of the internship.
4. Prepare for the interview. Students should work with a career counselor to ask the right questions of the organization where they are seeking an internship.
5. Adhere to company work hours, policies, procedures and rules governing professional staff behavior.
6. Adhere to company and professional ethics governing the handling of confidential information and the observation of confidentiality.

7. Assume personal and professional responsibility for his or her actions and activities.
8. Maintain professional relationships with company employees, clients and customers, both internal and external.
9. Approach established company policies and procedures with an open mind and an honest desire for improvement.
10. Keep business matters confidential and work in the best interest of the organization.
11. Apply oneself to assigned work and responsibilities.
12. Work on applying knowledge acquired in the classroom to real-world business situations.
13. Develop a self-awareness of attitudes, values and behavior patterns that influence the work environment.
14. Prepare for and utilize learning opportunities such as training, meetings or conferences offered by the company.
15. Complete work assignments in a thorough, consistent and punctual manner.
16. Provide the faculty coordinator with periodic progress reports.
17. Prepare a written report of the work experience for a faculty advisor. In collaboration with an advisor, decide on the frequency and format of the report(s).
18. Demonstrate a positive attitude and provide an evaluation of the work experience and the organization at the end of the internship. Keep a journal that is divided into two parts. The first part should cover the first half of internship, for example, day-to-day activities, short-term and long-term projects. The second part should include a copy of objectives and a list of the items that were accomplished. Summarize the overall intern experience and give examples of improvements for the program and characteristics that should not change.
19. Use the internship experience to increase the knowledge of human resource management and its practices.
20. Notify the advisor immediately in case of dissatisfaction with an organization or the internship.

## Internship Resource Guide for Students

### Part 1: Selected Articles

The following is a selection of articles, with corresponding abstracts, regarding various aspects of internships and internship programs.

Copies of these articles may be obtained through document delivery services (listed at the end of the article selections).

Gault, Jack, Redington, John, & Schlager, Tammy. (2000, April). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, 22, 1, 45-54.

An investigation is conducted into the relationship between early career success and past participation in an undergraduate field internship. The study extends earlier research on the effects of formal marketing education on career success. A survey of intern and nonintern business alumni of a northeastern U.S. public university indicated significant early career advantages for undergraduates with internship experience. Advantages included less time to obtain first position, increased monetary compensation and greater overall job satisfaction. In addition to the career benefits provided to the students, the positive implications for marketing educators, university administrators and intern employers are also discussed.

Goodspeed, Linda. (2001, August 10). Once luxuries, internships are now educational staples. *The Boston Business Journal*, 21, 27, 39.

College internships, once an indulgence, are more and more becoming an essential part of the undergraduate experience for many students. Internships give students the chance to experiment with different career paths, majors and employers. And employers get a chance to change their minds about a prospective full-time hire.

Hindley, Eden. (2002, July 15). Students looking for jobs should take internships. *The Business Journal*, 17, 14, 28.

This article examines the benefits of having an internship, one of which is that an internship gives the employer an opportunity to work with the students and get a close look at their knowledge, skills, attitudes and work ethic.

Knouse, Stephen B., Tanner, John R., & Harris, Elizabeth W. (1999, March). The relation of college internships, college performance, and subsequent job opportunity. *Journal of Employment Counseling*, 36, 1, 35-44.

This study examined the relationship of business college internships to college performance and to subsequent job opportunities. Whites were more apt to have had an internship than African Americans, and there were no differences by gender. Students with internships had a significantly higher overall grade point average, were somewhat younger upon graduation and were more apt to be employed upon graduation than students without internships. Internships were thus related to both better college performance and to receiving a job offer upon graduation. Discussion centered on the role of internships in realistic job expectations and recommendations for improving internships.

McDonald, Susan. (2001, March 2). Planting a future work force. *Business First*, 17, 31, 34.

Fifteen years ago, college student Larry Sinclair was an intern in Churchill Downs' marketing department, hoping to add a little practical experience to his resume. Today, Sinclair is still there, but now he is director of sales and marketing for the racetrack. Internships, which are sometimes called co-ops, are programs through which students receive supervised, career-related experience by working full time or part time for a business, government agency or other organization. Internships usually last one semester, but some may be renewed at the discretion of the employer. Whether a business is a multinational Fortune 500 corporation or a mom-and-pop store, an internship program can benefit both the business and the student, said several local sources. This article discusses Sinclair's experience as well as tips for a successful internship program.

Pianko, Daniel. (1996, December). Power internships. *Management Review*, 85, 12, 31-33.

Getting top-notch employees as college students is a good recruitment tool that requires challenging interns with exciting assignments and enticing perks. It used to be students would do anything for a chance to put real-life experience on their resumes. Now more and more students are less inclined to do menial work, and that is fine for employers who see well-trained employees as the payoff for well-groomed interns. Power internships allow companies to find the talent earlier, track them and provide a ready supply of new college hires.

## Internship Resource Guide for Students

### Part 1: Selected Articles

Stewart, Jim, & Knowles, Vanessa. (2003). Mentoring in undergraduate business management programmes. *Journal of European Industrial Training*, 27, 2-4, 147.

This paper provides an overview of the role and contribution of mentoring in the context of a degree program in which students spend their second and third years in-company. In addition to describing the process within the context of the degree, the paper examines the particular mentoring design features. Of specific interest is the shared mentoring role of academic members of staff and in-company managers and the variety of roles adopted by each of them, including coacher, facilitator, networker, counselor. In addition, the mentors share a role in assessing students' work in relation to their skills development, focusing on transferable skills, namely, communication, team working, adaptability and leadership. This paper draws upon findings of primary research conducted with the mentoring teams that exist within the wide range of consortium companies that sponsor the second and third years of the degree program at Nottingham Business School. The paper reports the perceived benefits of such a mentoring process for academics and practitioners working in partnership to support and enhance the students' learning experience.

Weisul, Kimberly. (2000, October 9). The all-around intern: The new breed: Not just for filing, not just for summer. *BusinessWeek*, 3702, F38.

Interns are popular these days. As unemployment continues to hover at around 4 percent, small companies are putting students to work in areas as specialized as marketing, finance and computer programming. Methods on how to secure an intern as well as expectations are explored.

### Document Delivery Services

To obtain information unavailable for free on the Internet, articles and other printed materials may be requested using document delivery services. These services have publisher permission to provide copyrighted material.

Articles may be ordered online. Many document retrieval services have information specialists for search support, and there may be a cost recovery fee. Fees and turnaround time vary, depending on the length of the article and delivery time requested (e.g., standard, next day, express or rush service, fax delivery, courier service, etc.).

British Library Document Supply Center (BLDSC)  
<http://portico.bl.uk/services/document.html>

CISTI Document Delivery (Canadian Institute for Scientific and Technical Information)  
[http://cisti-icist.nrc-cnrc.gc.ca/docdel/docdel\\_e.shtml](http://cisti-icist.nrc-cnrc.gc.ca/docdel/docdel_e.shtml)

ERIC Document Reproduction Service (EDRS)  
[www.edrs.com/default.cfm](http://www.edrs.com/default.cfm)

ISI Document Solution (IDS)  
[www.isinet.com/isi/products/ids/ids/index.html](http://www.isinet.com/isi/products/ids/ids/index.html)

Infotrieve  
[www4.infotrieve.com/docdelivery.asp](http://www4.infotrieve.com/docdelivery.asp)

Ingenta  
[www.ingenta.com/](http://www.ingenta.com/)

Michigan Information Transfer Source (MITS)  
[www.lib.umich.edu/mits/](http://www.lib.umich.edu/mits/)

NYPL Express (New York Public Library)  
[www.nypl.org/express/](http://www.nypl.org/express/)

Purdue Technical Information Service  
[www.ecn.purdue.edu/TIS/](http://www.ecn.purdue.edu/TIS/)

TDI Library Services, Inc.  
<https://sgj17.netservers.net/tdico.com/>

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## Internship Resource Guide for Students

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The following sources offer general and topic-specific information regarding internships. Some Web sites provide additional links and resources.

The Accreditation Council for Cooperative Education—The Accreditation Council for Cooperative Education has been established as an independent entity with its primary mission to recognize the achievement and maintenance of standards for programs of cooperative education.

[www.co-opaccreditation.org](http://www.co-opaccreditation.org)

4internships

<http://4internships.4anything.com>

CareerBuilder

[www.careerbuilder.com](http://www.careerbuilder.com)

Collegegrad.com—Search by category of interest.

[www.collegegrad.com/internships](http://www.collegegrad.com/internships)

Flipdog.com—Search by location and category of interest. Search for internships by clicking on Find Jobs and typing “internships” as a key word.

[www.flipdog.com](http://www.flipdog.com)

Idealist and Action without Borders (nonprofit internships)—A good source for nonprofit organizations. Search by location and category of interest.

[www.idealist.org](http://www.idealist.org)

InternshipSearch.com

[www.internsearch.com](http://www.internsearch.com)

Internship Programs.com—This site is the largest internship community on the Internet. Post your resume to employers who are exclusively looking for interns. Search the extensive database of internships, read reviews of internships and research companies and careers.

<http://InternshipPrograms.com>

Internships-USA—There are thousands of internships in this series divided into several categories, such as Internships with America’s Top Companies. Contact the career center for a password.

[www.internships-usa.com](http://www.internships-usa.com)

Internweb.com—The online source for internships. Search by location and category of interest.

[www.internweb.com](http://www.internweb.com)

JobNET—Lists of internship Web sites.

<http://careerweb.westga.edu/JobNet-InternOrgProg.htm>

Monsterboard

[www.monster.com](http://www.monster.com)

MonsterTrak Listings—MonsterTrak connects the most progressive companies with the most qualified career-minded individuals.

[www.monstertrak.com/seekers](http://www.monstertrak.com/seekers)

National Association of Colleges and Employers

[www.jobweb.com/experiential/jintern.htm](http://www.jobweb.com/experiential/jintern.htm)

National Commission for Cooperative Education—This site provides information about cooperative (co-op) education programs.

[www.co-op.edu](http://www.co-op.edu)

National Internships—Get statewide and citywide guides of internship opportunities for a small fee. Read descriptions of the organization sponsoring the position and see available positions. View the duties of the intern as well as the company contact information.

[www.internships.com](http://www.internships.com)

Nonprofit Career Network

[www.nonprofitcareer.com](http://www.nonprofitcareer.com)

Rising Star Internships—Search by location and category of interest.

[www.rsinternships.com](http://www.rsinternships.com)

The Society for Human Resource Management—Good source of information for internships in human resources.

[www.shrm.org/students/intern\\_published](http://www.shrm.org/students/intern_published)

Studentsjobs.gov—Information about internships in the federal government.

<http://jobsearch.studentjobs.gov>

*Summer Opportunities for Undergraduate Minority Students*—This guide lists over 130 programs including opportunities that range from first-year students to graduating seniors.

[www.doorsofopportunity.org/](http://www.doorsofopportunity.org/)

## Internship Resource Guide for Students

### Part 2: Internet Resources *continued*

The Washington Center for Internships and Academic Seminars—The Washington Center provides full-time quality internships in the Washington, D.C., area for college students in all major fields. All program participants are guaranteed a housing space and over 80 percent of participants receive financial assistance.

[www.twc.edu](http://www.twc.edu)

Wetfeet Internet Search Engine

[www.wetfeet.internshipprograms.com](http://www.wetfeet.internshipprograms.com)

World Association of Cooperative Education—The World Association for Cooperative Education is an international non-profit organization dedicated to helping interested individuals and institutions forge close ties between the classroom and the workplace.

[www.wace.org](http://www.wace.org)

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## Internship Resource Guide for Students

### Part 3: Annotated Bibliography

#### 2004

The Successful Internship—Transformation and Empowerment in Experiential Learning (2nd edition)

Source: Wadsworth

Copyright 2004

*The Successful Internship* offers students more than just a resource on how to find a position or how to interview. It addresses the concerns, emotions, needs and unique personal challenges that are the essence of an internship or field experience. The authors describe in detail the path of change students will find themselves embarking on and the challenges they will face along the way. They provide clear, concrete tools that build the foundation for students' successful field/practicum experience. The book's five-stage model of the internship process—anticipation, disillusionment, confrontation, competence and culmination—places the material in a meaningful framework that lends structure to students' understanding of the work they will be doing.

AUTHORS: H. Frederick Sweitzer

Mary A. King

PUBLISHER: Wadsworth

ISBN: 0534558798 (paper)

#### 2003

Field Work Savvy: A Handbook for Students in Internship, Cooperative Education, Service-Learning, and Other Forms of Experiential Education

Source: Barnes and Noble

Copyright 2003

*Field Work Savvy* is a reader-friendly guide that walks students of all ages through the following steps: searching and applying for field opportunities; resume writing; portfolio creation; interviewing; developing measurable goals; establishing the learning contract; best practices in the field; reflection; acquiring letters of recommendation; and bringing closure to field work. The lively, reality-based text is printed in an easy-to-read format appreciated by students. Sprinkled throughout are tips containing advice from experienced students, wisdom from veteran site supervisors and guidance from field work professionals. This book also contains current knowledge and practice in the field of experiential education and provides useful tips for site supervisors, motivations for employers to sponsor students and benefits field work brings to institutions of learning.

AUTHOR: Joan A. Milnes

PUBLISHER: Pleasant Word

ISBN: 1579215718

#### The Best 109 Internships

Source: Barnes and Noble

Copyright 2003

How can an internship launch a career? What do Oprah Winfrey, Katie Couric and Bill Clinton have in common? They all had internships: Winfrey began her career interning at WTVF in Nashville; Couric got on the road to fame interning at a Washington, D.C., radio station; and Clinton wet his political feet interning for Sen. J. William Fulbright. *The Best 109 Internships* puts students on the inside track for the best opportunities in law, the environment, advertising, sports, computers, journalism, music, health care, publishing, finance, education, television and more. Entries include in-depth, candid critiques of the internship and its daily responsibilities; feedback from actual interns; advice on how to land the internship of choice; and crucial information on important deadlines and the materials required to complete an excellent application.

AUTHORS: Mark Oldman

Samer Hamadeh

PUBLISHER: Random House Information Group

ISBN: 0375763198 (paper)

#### The Job Hunting Guide: Transitioning from College to Career

Source: [www.libraryjournal.com](http://www.libraryjournal.com)

Copyright 2003

What sets this guide apart from other job-hunting guides is its focus on preparing college graduates to enter the competitive job market and its affiliation with CampusCareerCenter.com, a popular employment Web site for college students. The book is organized into 13 chapters, each focusing on one aspect of the job-searching process, starting with the importance of self-assessment and the formulation of an employer-oriented objective. Other chapters include advice on researching potential employers, writing effective resumes and cover letters, forming networks, interviewing, negotiating a salary and benefits, turning a job into a long-term career, and much more. The final chapter profiles over 50 employers who regularly recruit college graduates for internships as well as part-time and full-time positions. The guide also includes self-tests, worksheets and useful lists.

AUTHORS: Ronald L. Krannich

Caryl Rae Krannich

PUBLISHER: Library Journal

ISBN: 1-57023-188-5

## Internship Resource Guide for Students

### Part 3: Annotated Bibliography *continued*

National Internships Guide, 2003

Source: www.internships.com

Copyright 2003

This guide presents internships available with corporate, governmental, nonprofit and educational entities in many major areas for part- or full-time positions in summer, year-round and seasonal terms.

PUBLISHER: National Internships

ISBN: 0-9726288-0-0

Peterson's Internships 2004

Source: Thomson Learning

Copyright June 2003

Most job seekers start planning their careers while they are still in college. Whether they are searching for work experience during the academic year, during the summer or immediately after graduation, this fact-filled directory profiles nearly 50,000 paid and unpaid internship opportunities at thousands of corporations and organizations all over the world. There are positions in business, government, the United Nations and nonprofit voluntary groups.

AUTHOR: Petersons

PUBLISHER: Thomson Learning

ISBN: 0768912318 (paper)

The Internship Bible

Source: Princeton Review

Copyright January 2003

This annually updated guide provides current information on more than 100,000 internships. The students can conduct a complete internship search by using the comprehensive information in these pages, including opportunities with the nation's most prominent companies. Included throughout the book are special sections that give professional advice on letter writing and interviewing, as well as interviews with famous former interns like Jodie Foster and George Stephanopoulos.

AUTHORS: Mark Oldman

Samer Hamadeh

PUBLISHER: Random House Information Group

ISBN: 0375763074 (paper)

## 2002

Educational Leadership: Performance Standards, Portfolio Assessment, and the Internship

Source: Amazon.com

Copyright 2002

Academics from the field of education present a manual providing advice to educational interns and intern program

managers on successfully navigating internships in American primary schooling. The role and responsibilities of interns and educational institutions are described; accrediting and licensing bodies are described; and forms of intern assessment are examined.

AUTHORS: P. Lena Morgan

Albert S. Gibbs

C. Jay Hertzog

PUBLISHER: Rowman & Littlefield Publishers, Inc.

ISBN: 0810842653 (paper)

Scoring a Great Internship (Students Helping Students)

Source: Natavi Guides

Copyright 2002

Written and reviewed by current college students and recent graduates, the practical suggestions and students' firsthand accounts provided in this resource help college students find, apply for and score a great internship. It offers specific suggestions on what to look for in good internships, how to make wise industry contacts, how to build a strong resume, how to ace the interview and how to get the most out of the internship. College students gain perspective on how to best approach each internship by learning from students who have gone through the actual internship experience. This guide includes quotes from students as well as internship coordinators and employers.

AUTHOR: Ellen Rubinstein

PUBLISHER: Natavi Guides

ISBN: 0971939284

## 2001

Corporate View: Management and Human Resources

Source: Thomson South-Western Product Catalog

Copyright 2001

*Corporate View* is a series of text/simulations that use a live corporate intranet. Students learn to communicate and understand corporate terminology, research and make business decisions, use the Internet and corporate intranet as office tools, and work in real and virtual teams. The *Corporate View* titles can be used in any order, independently or jointly. *Corporate View: Management and Human Resources* is a text/simulation that lets students complete entry-level activities in the human resources department of a large corporation. Students rely on a live corporate intranet as they perform activities related to recruitment, hiring, employee benefits, training and legal compliance.

This book/CD-ROM package explores how the human resources department contributes to the well-being of employees in every department of a corporation. The text introduces eight human resource skills; explains the importance of managing employee benefits, communicating with

## Internship Resource Guide for Students

### Part 3: Annotated Bibliography *continued*

employees and evaluating their performance; and teaches students and entry-level employees in human resources to use policies and procedures to advocate for and protect the rights of employees. Learning features include activities and chapter reviews. The companion Web site can be used to complete research exercises.

AUTHORS: Karl Barksdale

Cheryl L. Beck

PUBLISHER: South-Western

ISBN: 0538699787 (paper)

#### Internships for Dummies

Source: Amazon.com

Copyright 2001

*Internships for Dummies* provides criteria for deciding which internship—and industry—is right for a prospective intern. This friendly guide helps students prepare their resumes and references to land the internship. It also offers great interviewing strategies and tips on how to succeed in the business world once the internship is secured. The book also includes real-life stories and examples that show how to progress beyond the internship—and win a job.

AUTHORS: Craig P. Donovan

Jim Garnett

PUBLISHER: Wiley, John & Sons, Inc.

ISBN: 0764553674 (paper)

#### The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions

Source: Amazon.com

Copyright 2001

This handbook is a unique core text/reference for internships, practicums and field placements in psychology, social work, counseling and related helping disciplines. Acknowledging, anticipating and addressing the everyday questions, anxieties, fears and concerns of interns, this practical handbook bridges the gap between academic coursework and the knowledge, skills and emotional challenges that are found in the “real world” of the helping professions.

Organized both chronologically and topically, the text begins with practical suggestions for how one finds an internship and concludes with how one terminates cases and looks ahead to career options. Along the way students learn about ethics, diversity, supervision, clinical writing, liability issues, dangerousness, stress, self-care and other essential, but often overlooked, topics.

It draws upon the latest research and information from psychology, psychiatry, social work, counseling and other helping professions, as well as extensive personal experience, and includes exercises for self-exploration and discussion along with easily removed forms for evaluations, critical information, ethics and other essential tasks.

- Uses a friendly and accessible writing style throughout.
- Organizes content along both chronological and thematic lines.
- Chapters are organized sequentially to anticipate the stages interns pass through—from selecting placements to finishing the internship—and the understandings or skills that will be required in those stages.
- Emphasizes practical knowledge based both on real-world experience and the latest literature and research in the field.
- Addresses in depth topics critical to interns, instructors and supervisors.
- Offers personal experiences designed to help interns realize that everyone makes mistakes, especially those struggling to apply classroom learning to the real world.
- Contains extensive discussion of ethics and liability issues pertaining to practitioners and students. Discusses issues and approaches to supervision and gives practical suggestions for making the most of the supervisory experience.
- Exercises and examples help students distinguish between strong and weak writing and better understand what is needed for clinical writing.
- Summarizes many of the major theories and concepts concerning diversity and applies them to the context of the students' experiences at their internship site.
- Helps students prepare for the emotions and other stresses of field work—a very important, but often overlooked, topic. Two full chapters discuss the stresses students encounter in the field and offer suggestions and exercises for promoting effective coping strategies.
- Openly discusses many “taboo” subjects in graduate programs—including boundary problems between interns and superiors, as well as issues related to the economics of the profession and the guilt many new professionals feel in charging a fee for their services.

AUTHOR: Brian N. Baird

PUBLISHER: Pearson Education

ISBN: 0130330256 (paper)

## Internship Resource Guide for Students

### Part 3: Annotated Bibliography *continued*

#### 2000

The School Administrator Internship Handbook: Leading, Mentoring, and Participating in the Internship Program

Source: Amazon.com

Copyright 2000

This handbook is written for the intern to understand both the internship program and the roles of all of the participants in the program. The book helps interns self-assess leadership ability, challenge one's commitment to the field, become a reflective practitioner, and collaborate with the field mentor and the university faculty member to make the internship a rich and valuable experience.

Internship directors will find that the handbook addresses them as well, provides opportunities to assess students' abilities to take theory to practice, develop community outreach programs and assess the effectiveness of the entire preservice program. Mentors will get a clear understanding of their role in facilitating the intern's experience.

Other key topics include examining current practices; establishing goals and objectives; defining internship standards; preparing project proposals; developing leadership skills; understanding the roles of the participants; evaluating and assessing the participants and the program; and moving beyond the internship.

AUTHORS: Ronald L. Capasso

John C. Daresh

PUBLISHER: Corwin Press (January 2001)

ISBN: 0761976566 (hardcover)

ISBN: 0761976574 (paper)

The Yale Daily News Guide to Internships: 2000 Edition

Source: Amazon.com

Copyright 2000

This guide is a "start-to-finish" guide to the entire internship process, from searching to the right internship to creating a competitive application package. Developed by Kaplan and *Yale Daily News*, this complete guide includes student-to-student advice where past interns describe their experiences, offer advice and give tips on how to make the most of the internship and build it into a rewarding career. The book also includes a special Internet research section outlining the ins and outs of finding hot internships on the Web and a comprehensive list of thousands of internships in a wide range of fields, including business, entertainment, finance, public policy, technology and more.

AUTHOR: John Anselmi

PUBLISHER: Kaplan

ISBN: 0684862832

#### 1998

Internship Success: Real-World, Step-by-Step Advice on Getting the Most out of Internships

Source: Bookfinder.com

Copyright 1998

This user-friendly book provides step-by-step advice on getting the most suitable internship.

AUTHOR: Marianne Ehrlich Green

PUBLISHER: NTC Publishing Group

ISBN: 0844244961 (paper)

National Directory of Internships, 1998-1999

Source: National Society for Experiential Education Staff

Copyright 1998

The directory lists thousands of internships in over 85 fields of interest in corporate, government and nonprofit settings. It includes opportunities for college, graduate and high school students as well as those not in school, midcareer professionals and retirees.

EDITORS: Gita Gulati

Nancy R. Bailey

PUBLISHER: Pearson Custom Publishing

ISBN: 0536011230 (REVISED - paper)

#### 1997

Learning from Working: Getting the Most from Your Cooperative Education/Internship Program

Source: BookHQ

Copyright 1997 (Revised)

AUTHORS: William A. Stull

Joseph E. Barbeau

James T. Godfrey

PUBLISHER: Career Products, Incorporated

ISBN: 0965954307 (paper)

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The following are examples of common forms used in organizing an internship or work-study program. These forms may be used as a model in developing the necessary paperwork for a specific program, or they may be copied directly from this publication.

### Sample Human Resources Internship Job Description

MSI is a nonprofit environmental organization offering programs in tropical marine science to visiting school groups. This intern position provides opportunities for students to experience practical application of human resources to supplement their classroom learning.

Location:	Tampa, Florida
Time Period:	May 2004 to August 2004
Hours:	20 hours/week
Background Required:	Junior or senior undergraduate standing, graduate students and recent graduates considered. Excellent research, writing and communication skills desired. Human resources or business background required.
Duties:	The intern's primary responsibility is to assist the human resources department in performing a compensation analysis and developing an employee handbook. The intern will conduct initial phone screenings for potential candidates, assist in the documentation of HR processes within the department, work with HR staff in conducting a cost analysis of proposed new benefit plans, develop a benefits communication plan for the open enrollment process and help with the analysis and preparation of our Affirmative Action Report.
Compensation:	A weekly stipend of \$50 is provided for transportation and meal costs.
Contact Person:	Intern Coordinator
Address:	100 Ocean Avenue, Tampa, Florida
	Phone: (813) 555-7890
	Fax: (813) 555-7895
E-mail:	info@msi.org
Application Process:	Send cover letter, resume, transcripts and three letters of recommendation to receive application.



## Student Application for Internship continued

What foreign languages do you speak fluently and understand? \_\_\_\_\_

\_\_\_\_\_

When are you available to start a work-study/internship? \_\_\_\_\_

\_\_\_\_\_

Approximate hours per week: \_\_\_\_\_

Geographic limitations/preferences for internship: \_\_\_\_\_

What are your objectives for participating in an internship program? \_\_\_\_\_

\_\_\_\_\_

What kinds of work would you like to do during your internship? \_\_\_\_\_

\_\_\_\_\_

Internship preference: \_\_\_\_\_ Generalist \_\_\_\_\_ Specialist: area of interest \_\_\_\_\_

If a stipend is not offered, would you be able to accept an internship on a volunteer basis? \_\_\_\_\_

\_\_\_\_\_

What, if any, physical limitations do you have that may have a bearing on your placement? \_\_\_\_\_

\_\_\_\_\_

Do you have a valid driver's license and access to a motor vehicle?  Yes  No License only \_\_\_\_\_

### Student Letter of Reference

**STUDENT**

Name \_\_\_\_\_

Address \_\_\_\_\_

Degree \_\_\_\_\_

Major \_\_\_\_\_

**INTERNSHIP COORDINATOR**

Name \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_

The student noted above has requested that you provide a letter of reference to the abovementioned internship coordinator as part of the requirements for obtaining an internship during the next semester. You may complete and sign this form or attach a personal letter of reference, if you prefer. This letter of reference should be completed and returned by \_\_\_\_\_.

1. How well did you know the student? (please circle one)

Very well

Limited knowledge

Not very well

2. In what capacity did you know the student? (check all that apply)

- Served as the student's instructor
- Served as the student's faculty advisor
- Worked together on a project
- Know personally outside of class

3. Please rate the student on the following factors on a scale from 1 to 5. (1 = poor; 5 = excellent)

Scholarship	1	2	3	4	5
Initiative	1	2	3	4	5
Leadership	1	2	3	4	5
Dependability	1	2	3	4	5
Judgment	1	2	3	4	5
Verbal communication skills	1	2	3	4	5
Written communication skills	1	2	3	4	5
Potential for development	1	2	3	4	5

**EVALUATOR**

Name \_\_\_\_\_ Position \_\_\_\_\_

Address \_\_\_\_\_

### Organization Position Requirement Form

Organization: \_\_\_\_\_

Address: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

#### Contact Person

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ Extension: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Number of students you would like to have for internships: \_\_\_\_\_

(Please fill out a separate position description for each different job.)

List titles of interns: \_\_\_\_\_

\_\_\_\_\_

Description of Organization (Attach annual report if available):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Benefits available to Interns (Attach description booklet if available):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you want to select your candidate?  Organization interview  University decision

If employer interview is selected, list date you would like to begin: \_\_\_\_\_

Who will notify student of acceptance?  Organization  University

### Internship Position Description Form

Company Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (     ) \_\_\_\_\_ Extension: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Position Description (List duties, responsibilities, etc.):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Qualification/Requirements (i.e., education, technical skills):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Starting date: \_\_\_\_\_ Anticipated duration: \_\_\_\_\_

Intern status:     Full time                       Part time      Hours per week: \_\_\_\_\_

Pay status:         Nonpaid/volunteer     Paid    \$\_\_\_\_\_ per \_\_\_\_\_

Work schedule:     Variable based on student schedule

Fixed as follows: \_\_\_\_\_

### Internship Agreement of Responsibilities

**Student Intern:** As the student intern enters the company, he or she is expected to assume, as much as possible, the role of a regular staff member. The responsibilities include:

1. Adhering to company work hours, policies, procedures and rules governing professional staff behavior.
2. Adhering to company policies governing the observation of confidentiality and the handling of confidential information.
3. Assuming personal and professional responsibilities for his or her actions and activities.
4. Maintaining professional relationships with company employees, customers and so forth.
5. Utilizing a courteous, enthusiastic, open-minded, critical approach to policies and procedures within the profession.
6. Relating and applying knowledge acquired in the academic setting to the company setting.
7. Developing a self-awareness in regard to attitudes, values, behavior patterns and so forth that influence work.
8. Preparing for and utilizing conferences and other opportunities of learning afforded in the company.
9. Being consistent and punctual in the submission of all work assignments to the supervisor and faculty coordinator.
10. Providing the faculty coordinator with periodic progress reports.

AGREED \_\_\_\_\_

Student Signature

**Organization:** It is the responsibility of the employer to provide direct on-the-job supervision of the student intern that includes the following:

1. Orienting the student intern to the company's structure and operation.
2. Orienting the student intern to the company's policies and procedures regarding appropriate dress, office hours and applicable leave policies.
3. Introducing the student intern to the appropriate professional and clerical staff.
4. Providing the student intern with adequate resources necessary to accomplish job objectives.
5. Orienting the student intern to the policies and procedures of the personnel department.
6. Affording the student intern the opportunity to identify with the supervisor as a professional staff person by jointly participating in office interviews, meetings, conferences, projects and other personnel and management functions.
7. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student intern's role in the company.
8. Consulting the faculty coordinator in the event that the supervisor becomes aware of personal, communication or other problems that are disrupting the student intern's learning and performance.
9. Providing regularly scheduled supervisory conferences with the student intern.
10. Participating in joint and individual conferences with the student intern and faculty coordinator regarding the student intern's performance.
11. Submitting an evaluation on the student intern's job performance.
12. Submitting a job description for the student intern by \_\_\_\_\_.

Date

AGREED \_\_\_\_\_

Supervisor Signature

**Internship Agreement of Responsibilities** continued

**Faculty Coordinator:** The faculty coordinator assumes overall responsibility for consultation with the company and interns on objectives, agreements and other job-related tasks. The faculty coordinator is available to the student intern in an advisory capacity with respect to assisting the student intern to achieve the stated objective of the internship. The role of the faculty coordinator involves:

1. Conducting an individual preplacement orientation and introducing the student intern to the nature and purpose of the internship.
2. Orienting and introducing the company supervisor to the purpose and objectives of the internship.
3. Consulting with the company supervisor and student intern on a regular basis regarding the student intern's performance.
4. Assuming responsibility for the removal of a student intern from the internship setting, whenever necessary.

AGREED \_\_\_\_\_

Faculty Coordinator Signature

## Model Internship Program

### Internship Agreement

	Student Intern	Organization's Supervisor	Faculty Coordinator
Name			
Address			
Phone			

This letter of agreement confirms the responsibilities of the organization, the student intern and the faculty coordinator in the internship, the beginning and ending dates of the internship, and the due dates for the performance evaluations. This agreement will be provided to the company prior to the student reporting to the organization.

The variety in the size of the organization participating in the internship may, in some cases, require slight modifications of the procedures contained in the guidelines. Significant modification of these procedures should be mutually approved and signed by all of the parties who are part of the original agreement.

Beginning date of internship: \_\_\_\_\_

Completion date of internship: \_\_\_\_\_

Will the intern be paid?     Yes     No

If yes, how much? \$ \_\_\_\_\_ Per \_\_\_\_\_

Will the intern receive college credit for internship?     Yes     No

If yes, how many credits? \_\_\_\_\_

Intern's weekly work schedule: \_\_\_\_\_

\_\_\_\_\_

Position: \_\_\_\_\_

Location of organization work assignment: \_\_\_\_\_

\_\_\_\_\_

The organization is under no obligation to offer full-time employment to the student prior or after graduation. Likewise, the student is under no obligation to the organization after completion of the prescribed work period(s) for an internship.

## Organization Evaluation Form

Students may use this form to evaluate their internship experience.

### Internship Evaluation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Organization (Name and Address): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### A. Rating of Organization Characteristics

Rate the employer based on the characteristics listed below. Check the appropriate space.

Characteristics	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Ability to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to supervise and mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to provide guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with other employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courtesy/respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Did you feel the work was a valuable experience in relation to your academic studies?
2. Were you given responsibilities that enabled you to apply knowledge and skills?
3. Were you allowed to take the initiative to work beyond the basic requirements of the job?
4. Did the organization and/or supervisor work with you regularly? Were they available to answer questions when necessary?

## Organization Evaluation Form continued

5. Briefly note new skills, techniques and knowledge gained in this position.
6. Discuss the weak points of your internship experience and ways they may be improved.
7. Discuss the strong points of your internship experience.
8. Is there anything that was not covered that should have been covered in the internship training program?
9. Do you think your academic program adequately prepared you for this internship?
10. If you had any aspect of your internship to do over, what changes would you make?
11. Would you recommend this internship to other students? Explain.
12. Note any comments about your particular job not covered above.

### Intern Evaluation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

#### A. Rating of Intern Characteristics

Rate the intern based on the characteristics listed below by checking the appropriate space. Record instances in which the student made noticeable improvements on any characteristic during the program. For longer internship placements (six months to a year), it may be advisable to do a midterm evaluation and an end-of-term final evaluation in order to track the intern's improvement.

Characteristics	Excellent	Above Average	Average	Below Average	Poor
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity (problem solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoroughness (attention to detail)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to supervise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills (oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managerial potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptable to variety of jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall skills for industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### B. Performance Assessment

1. How well was the intern prepared for this internship?
2. Can you suggest instructional areas which would benefit this intern?
3. What professional characteristics did you like most about this intern?
4. What professional characteristics did you think the intern lacked?

## Intern Evaluation Form continued

5. Please provide examples in which the intern applied good judgment and had a technical competence for the assigned tasks.
  
6. How would you rate the intern's sense of duty or responsibility toward his or her assignment(s)?
  
7. Please provide some examples in which the intern worked quickly, thoroughly and/or efficiently?
  
8. What are the intern's strengths and weaknesses when interacting with others?
  
9. What are the intern's strengths and weaknesses in oral and written communication?
  
10. What are the intern's strengths and weaknesses when it comes to leadership skills?
  
11. In what areas does the intern need improvement?
  
12. Discuss areas where the intern has made significant improvement.
  
13. What kind of training or orientation did you provide before the student began working?
  
14. Would you recommend this intern for future employment in the human resource profession? Why or why not?
  
15. Are there any other areas involving the internship program and/or the intern on which you wish to comment?

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Company Name and Address: \_\_\_\_\_

\_\_\_\_\_

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