



CAL POLY
Career Services



Creating an Internship Program

A Pipeline to Tomorrow's Success

California Polytechnic State University
Career Services

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Internships are quickly becoming one of the most important experiences in every college student's career. It's difficult to graduate from college and land an entry-level job without proving oneself at an internship. Additionally, internships give employers access to a pool of motivated individuals who bring fresh thinking and innovation to their workplaces. Internships can also serve as a pipeline for new talent and help retain current employees. Here is an overview of logistics, important factors and tips for organizations that are interested in creating either a paid or unpaid internship program. This toolkit will cover:

- Planning internship details and program objectives
- Streamlining employer and intern expectations
- Identifying skills and professional goals of new student interns
- Facilitating regular feedback and professional development
- Evaluating an internship program and maximizing employer's investment

Definition

Internships are defined by the National Association of Colleges and Employers (NACE) as “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.”

Developing an internship program is an excellent strategy for investing in an organization's future successes, often leading to discovering future colleagues and leaders.

A typical internship:

- Includes a structured experience that is supervised by a professional with relevant and related background in the field
- Promotes academic, career and/or personal development
- Includes learning objectives, observation, reflection, and evaluation
- Balances the intern's learning goals with the organization's needs
- Typically lasts three to six months. May be part-time or full-time
- Involves industry related and soft-skill development
- May be carefully monitored and evaluated for academic credit

An Internship is not:

- Free help
- Meant to replace an employee
- More than 20% busy work (filing, covering phone, errands)

Employer Benefits

Through an internship program an organization has the opportunity to evaluate and screen potential employees prior to making a full-time position offer, which leads to financial savings. Assessing prospective candidates prior to making a permanent hiring decision improves the efficiency of the decision-making process and increases the likelihood of a successful match. If hired in a permanent position, previous interns assimilate faster to their new roles and have shorter learning curves than external hires.

An intern can:

- Provide freedom for professional staff to pursue creative or more advanced projects
- Provide leadership and management growth experience to existing staff members
- Assist an organization in the application of the latest strategies and techniques in the field
- Be a cost-effective method for identifying potential future hires
- Create awareness of the field for future hires
- Maintain connections with colleges and increase visibility on campus
- Recruit other students and generate enthusiasm
- Expand visibility of the organization through positive public relations

NACE's 2018 Internship & Co-Op Survey demonstrates how private employers use internship programs to identify prospective employees:

- 59% of interns received full-time offers from employers
- 77% of interns accepted these offers

Student Benefits

For the student, the internship opportunity is more than career exploration. Students are seeking opportunities that stimulate their interests and provide real-world experiences. Over the course of the internship, the intern learns to maneuver inside and outside of the work environment with confidence, gaining knowledge they can apply in the future.

A meaningful, purposeful internship program will:

- Ensure the assignment of challenging projects and tasks
- Provide a real-life context for issues they are studying about in school
- Offer projects that complement academic programs and/or career interests
- Impart a professional orientation
- Give broad exposure to the organization
- Provide adequate, reliable, and regular supervision and mentoring
- Ensure the intern is keeping pace and accomplishing goals
- Enable the intern to establish a professional network
- Aid in developing specific skills like resume building, work-readiness skills, and soft-skills
- Help the intern evaluate potential career fields

It is important that employers realize that school and classes must remain a top priority for an intern if they are a current student.

Internship Duration

There are a variety of internship options available. A student intern has a busy and non-traditional schedule while in school so a flexible internship schedule can meet the needs of the intern and employer.

Part-time internships

- 10-20 hours a week
- Usually completed during the Fall, Winter or Spring quarters
- Usually last for one quarter or two consecutive quarters
- Can be paid or unpaid*
- Can be for credit or non-credit

*non-profits and government agencies can offer unpaid internships. Private companies can only offer unpaid internships if approved for credit by an academic department, otherwise internships must pay minimum wage.

Full-time internships

- 20-40+ hours a week
- Usually completed during the Summer quarter
- Tend to be paid
- Can be for credit or non-credit

Designing an Internship Program

Prior to hiring an intern, employers must understand how an intern will fit within the organization's goals and culture. Since organizations vary in age, size, industry, and product, so too will internship activities.

Questions that may determine what kind of program will work best for an organization:

- What does the organization hope to gain from the internship program?
- How does the internship program fit into the budget and available resources of the organization?
- Is the organization looking to fulfill a need on a specific project? Will this internship encompass one major project, or entail a variety of small projects?
- Is the organization hoping to transition a talented intern into an entry-level employee?
- What are the tools and workspace necessary to provide the intern?
- How many hours per week is the intern expected to work? How long will the internship last: a quarter, a summer, six months?
- Will the internship offer an hourly wage or stipend?
- Who will be primarily responsible for the intern? Will that person be a mentor, supervisor, or both? Do they have time to devote to an intern (approx. 4-10 hours a month)?

There must be explicit buy-in from senior management and staff-level commitment. If an organization doesn't have the time, resources or buy-in for an internship program, they should reconsider creating one.

One of the most important aspects of creating a new internship program is having a clear plan and design. Although the employer can always adjust it later, they should create a good experience for incoming, young professionals by developing a structure for the internship program.

Goals

- What will the intern accomplish by the end of the internship period?
- How will the organization measure success of the program?

Tasks/Projects

- What will the intern's deadlines look like?
- How many tasks per week will they be expected to complete?
- What percentage of time will be dedicated to each area of learning?

Supervisor/Mentorship

- Who will supervise the intern on a day-to-day basis? Who should the intern report to?
- Who will provide assistance to the intern should they struggle with an assignment?

Recruiting

- What talents, academic background and experience should the applicant have?
- Who will be in charge of leading the intern search?
- Where should the position be advertised?

Training/Onboarding

- What type of training will the intern receive?
- Who will administer the training session(s)?
- Will the intern have access to an organization internal network for further assistance and resources?

Time

- How long will the internship last?
- How many hours per week will the intern dedicate to work?
- Will the intern be expected to attend anything additional (outside of the workplace)?
- Will the program be flexible to work with a college student's schedule?

Compensation

- What benefits will the intern walk away with at the end of the internship?
 - Networking opportunities, additional skills, a mentor, etc.?
- Will the intern receive an hourly wage, college credit, a stipend or a scholarship?

Internship Supervisor and Mentor

One of the keys to the success of an internship program is a proper and supportive management team. A management team for an internship program should consist of a direct supervisor and a professional mentor. This can be the same person or two different employees.

An intern is often students or recent graduates with little experience in the field and they need guidance in order to learn the skills the employer wants them to master. The direct supervisor should provide

direction to the intern and manage their projects and time. It's recommended that the intern supervisor be an expert in the type of work the intern will be performing to provide the appropriate guidance for the intern's assignments.

The professional mentor should be able to provide knowledge and advice for personal and professional development of the intern. The mentor could also offer motivation, emotional support and role modeling to interns. This management team for an internship program can ultimately make or break the success of the entire program.

An intern's management team responsibilities may include:

- Taking part in an intern's application, screening, and interview process
- Conducting the intern orientation
- Developing learning goals at the beginning of the internship
- Meeting with an intern regularly to evaluate performance and if needs/goals are being met; and assessing the internship program's success
- Developing an internship work plan with the intern that outlines the intern's assigned tasks, timelines, and learning objectives
- Ensuring the intern has a work space, supplies, equipment, information, and any other resources they need to perform the assigned work
- Review assignments in a timely manner and provide feedback
- Providing feedback to the intern on work and progress towards goals at the mid-term and final evaluations
- Conducting an exit interview with the intern
- Support the overall professional growth of the employee

Internship programs can also provide employers with leadership growth opportunities for existing staff who supervisor or mentor interns. Supervising or mentoring an intern can produce the following benefits:

- Personal and professional satisfaction from facilitating a colleague's career development
- Recognition from peers and the employer for contributing time and expertise
- Opportunities to develop interpersonal skills by exercising many of the same skills required to effectively supervise and manage employees
- Opportunities to focus energy outside of themselves
- A deeper understanding of other employees' experiences
- Preparation for taking on greater responsibilities and leadership roles

Additionally, a five year study revealed higher job retention rates among supervisors and mentors. They were also more likely to receive salary raises and promotions. When more experienced employees mentored newly hired employees, the job retention rate of both mentors and mentees was about 20% greater than for non-participants. Supervising or mentoring can give existing staff access to young interns and employees with fresh eyes, open minds, and instant links to the technology of the future.

Insurance Considerations

It is always the preference of California Polytechnic State University that the organization which is in control of the working environment, directing and supervising the student actions, and benefits from the student's efforts:

- Provide workers' compensation coverage for the student (does not apply for an intern participating in non-paid internship experiences)
- Provide liability coverage for the actions of the student
- Not provide automobile accident insurance: provided by the intern/parent/guardian
- Not provide health/life insurance: provided by the intern/parent/guardian

When the company is not willing to provide coverage for the student working for their benefit, in their environment, and under their direction and the assignment is of critical value to the University's academic program, the University may choose to provide either workers' compensation and/or liability coverage for the student through the written agreement with the student. In these placements, the faculty member, department and college take on additional responsibilities related to the supervision of the student, including: accident reporting and incident reporting to the University. For more information on this topic, please view Cal Poly's policies here: <https://afd.calpoly.edu/riskmgmt/internships>

Unpaid Internships

The [U.S. Fair Labor Standards Act](#) restricts employer's use of unpaid interns. This Act applies to businesses that have two or more employees directly engaged in interstate commerce as well as annual sales of \$500,000 or more. Courts have used the "primary beneficiary test" to examine the "economic reality" of the intern-employer relationship to determine which party is the "primary beneficiary" of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.
5. The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Writing an Internship Job Description

Similar to hiring regular employees, a specific and thoughtful job description will draw in the right candidates. Writing a mediocre job description often yields mediocre candidates.

The essential components of an effective internship description include:

- Explanation of the organization's goals and mission
- Outline of the intern's responsibilities and potential tasks/projects
- Illustration of the necessary qualifications
- List of preferred skills (computer, analytical, design, communications, etc.)
- Education level (year, GPA, etc.) and qualified majors
- Duration of the internship
- Hours required per week
- Flexibility with schedule or specific hours
- If it's paid or unpaid
- How to apply

Recruiting for Candidates

It is important to strategically disseminate the internship information to audiences that will be a good fit for the company. Here are a few tips for promoting an internship position.

Career Services

- Interact with Career Services at the university and build a relationship with the staff
- Attend a career fair to interact directly with students
- Career Services can point employers in the right direction of a contact in a specific major on-campus or internship coordinator for a department

Social Media

- Engage in social networking sites. Share information about the job posting and a link to the description with appropriate hashtags (#)
- Tell followers when the organization will be on their campus searching for interns. Send updates about career fair attendance

Referrals

- Encourage a current intern to recommend friends and colleagues

Website

- Many candidates start their job search at an organization's career page
- The career page should include current job openings and give a candidate a look into the company
 - Videos, blogs, social media and newsletters can help with this

Interview Questions

A standardized list of questions should be used in all interviews and should gauge the strengths, interests, skills, and experiences of candidates. Questions can be tailored to specific duties or follow-up from answers given during the interview. Interviewers should always give candidates an opportunity to ask questions of their own.

Examples of pertinent interview questions include:

- “What do you know about our organization?”
- “Why are you interested in interning here?”
- “What knowledge or experience do you have that is relevant for this position?”
- “What strengths and/or weaknesses do you see in yourself?”
- “How would you describe your ability to work on a team?”
- “How will this internship align with your personal and professional goals moving forward?”
- “Do you have any questions for us?”

Orientation

It is important that the intern be warmly welcomed and introduced throughout the organization, just as an organization would welcome any new fulltime employee. Because orientation sets the tone for the new intern, it should be carefully planned and reflective of the organization as a whole. Not only is the intern new to the organization, in many cases, they are new to the professional world of work. Even though an intern may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making nature of business. Supervisors and other stakeholders should present an overview of the workplace structure and culture, and they should also detail important milestones during the program, like events or evaluations.

Expectations can vary based on the size of the organization, but in general, topics to review are:

- Hours
- Dress code
- Overall responsibilities
- How to cope with absenteeism
- Safety regulations and requirements
- Office structure
- Expectations and accountability
- Appropriate communication channels and structure

Feedback

An internship can only be a true learning experience if constructive feedback is provided. Feedback is usually ongoing and should never be solely focused on things the intern is doing “wrong.” Rather, it should be constructive criticism (or even praise) based on the tasks or projects the intern is completing.

Here are a few ways to provide constructive feedback:

- Throughout the internship period, a supervisor or mentor should give feedback on tasks and projects as they are completed. Feedback needs to be consistent and ongoing to give the intern an idea of what they’ve been excelling at and where they need to improve.

- Make it specific: Did the intern do a great job on the project assigned them? What was great about it? What could be improved? Use facts and behaviors to provide constructive feedback.
- Provide feedback immediately: Don't wait until a few weeks after a problem occurs or an intern did a spectacular job on a task—give feedback in a timely fashion.
- Make it positive: While not every piece of feedback will be good feedback, supervisors can always make it positive. Aim to improve an intern's performance and behaviors through constructive feedback.

Evaluations

Evaluations should occur at key milestones of the internship, such as at the conclusion of project or event, or during the midterm and final stages of the internship program. An effective evaluation will focus on the intern's initial learning objectives identified at the start of the internship. The supervisor should take time to evaluate both the intern's positive accomplishments and areas for improvement.

An intern will look to their mentor and/or supervisor to help them transition from the classroom to the workplace. It is recommended that mentor and/or supervisor regularly meet with the intern to review and discuss their performance.

During evaluation meetings the intern may:

- Report on a project's status
- Learn how their work is contributing to the organization
- Participate in evaluating their strengths
- Discuss areas needing growth and development
- Get insight about what work lies ahead

Employers are encouraged to review the intern's whole body of work, including projects and accomplishments, as well as personal and professional growth before they leave. Evaluations are helpful when determining the intern's success within the organization for future internships or employment upon graduation.

Conclusion of the Internship

Formally concluding the internship program can be important for instilling a sense of appreciation with an intern and for acknowledging the important contributions they have made.

Important steps to consider include:

- Facilitating an exit interview between the intern and their supervisor or the completion of a final self-assessment
- Asking the intern to complete a program evaluation in the spirit of continuous improvement
- Requesting a written summary of the status of all projects, especially those the intern was unable to wrap up
- Maintaining contact information for future communication

As the internship program ends, think of past interns as alumni. Past interns returning to their school or original place of residence can serve as ambassadors who recommend the organization to future participants. Employers may use email listservs, social networks, or newsletters to keep alumni in the loop. At the very least, an organization can maintain a database with the contact information for past interns. Collecting success stories is another benefit to an organization because they represent valuable material for future promotion and continuation of the internship program itself.

Develop an exit survey for the intern to complete to determine strengths and weaknesses of the program.

Exit survey questions to include might be:

- “Did you receive timely feedback throughout your internship period?”
- “What new skills did you learn while working here?”
- “Was the amount of supervision provided during your internship adequate?”
- “Did you receive proper training/orientation before beginning your internship?”
- “Did you feel this internship was a beneficial learning experience? Would you work for this supervisor again?”
- “Would you recommend this organization to other students?”
- “Do you view our company as a potential employer upon graduation?”

Evaluating the Internship Program

After the first intern has been hired, the organization should start thinking about evaluating the program and making necessary changes based on the evaluation feedback. The organization should review the goals it set at the beginning of the program and evaluate if the organization is working toward achieving them. Ask a variety of people to evaluate the internship program, such as mentors, intern supervisors, department heads, other employees, and the intern.

Evaluation questions could include:

- “How beneficial was it to the department to bring on an intern?”
- “Is the internship program meeting the needs of the organization?”
- “Is the intern gaining necessary experience in their field? Are they receiving real tasks and projects to complete?”
- “Did the intern receive timely feedback throughout the process? If no, why not?”
- “What would you change about the program for next time?”
- “Can you think of other departments/projects that could benefit from implementing an internship program?”

Once the internship program has been evaluated by employees and interns, the management team should take a close look at the feedback to determine any necessary changes to make.

Stages of an Internship

It's important to recognize an intern's personal and professional development needs throughout the program. Some of the concerns and challenges an intern faces seem to occur in a predictable order. Each stage has its own obstacles and opportunities. The rate of progress through the stages is affected by many factors, including the number of hours spent at the agency, previous internships or field experiences, their personality, levels of support from their supervisor and mentor, the style of supervision and the nature of the work.

Anticipation

- Beginning of internship can stir many emotions
- Anxiety or "What if" mindset
- Assumptions of ideas, skills, tasks, background information, or relationships
- Development of good relationships with supervisor, co-workers, etc.

Disillusionment

- Gap between expectations for the internship and what is actually occurring
- Sometimes gaps small, others large
- "What if..." from previous stage has become "What's wrong"
- Possibility for tremendous personal and professional growth by working through problems

Confrontation

- To get past the Disillusionment stage, the intern must address what is happening
 - Failure to acknowledge and discuss problems can diminish learning experience, performance, confidence, etc.
- Supervisor and intern may need to reevaluate goals
 - May be unrealistic or opportunities may have changed
- As issues raised in disillusionment are resolved, task and morale accomplishments will raise

Competence

- Intern's morale high
- Transition from "apprentice" to "professional"
- Good platform for the supervisor to increase work load and responsibility

Culmination

- Intern may face a variety of feelings at this stage
- Pride in accomplishments, sadness in leaving
- Fear for what's next, hope for a professional network to set them up for success

Enhancing the Internship Experience

There are many ways to make the internship both memorable and engaging for both the intern and employer:

- **Social Activities:** Whether it is employees and the intern going out to lunch, or employees taking the intern to a local baseball game, engaging in these activities provides a great opportunity to get to know one another on a more personal level.
- **Professional Development Activities:** Allow the intern to develop their professional skills by allowing them to sit in on meetings and work with employees in other departments for a day. Provide opportunities for the intern to attend career development events/seminars in the community to learn new skills.

Recruiting through Career Services

Cal Poly Career Services has a variety of resources, programs and events to help connect employers with the right candidate. Each year Career Services hosts approximately 10 signature career fair events that draw thousands of students interested in jobs and internships. There are also opportunities to interview potential candidates on campus in a professional setting, host an information session so students can learn more about an organization's internship program, and panel and presentation events for guest speakers. A full list of recruiting activities and an updated calendar can be found here:

<http://www.careerservices.calpoly.edu/recruit-here/connect-cal-poly>

Cal Poly Academic Calendar

It's important to understand the university's academic calendar since it may influence when students will want to start and end an internship. The Registrar's Office host the most up-to-date calendar that includes beginning of the quarter, finals week, academic breaks and holidays, all of which may affect an intern's availability. Cal Poly's academic calendar can be found here:

http://registrar.calpoly.edu/Calendars_Deadlines/index.htm

Internship for Credit

Many academic departments have a series of requirements that students must meet in order to obtain credit for an internship. Students do not receive credit for internship alone. Departmental availability for courses associated with internships varies across colleges and majors. Additionally, securing an internship does not guarantee academic credit for a current student.

If seeking to get academic credit, the student:

- Should contact their academic department to determine if they have an internship course and if there are specific academic requirements or prerequisites in order to receive credit
- Must get internship approval for academic credit before accepting an offer or beginning the internship
- Needs to know the deadline dates for applying for credit internships. They should check with their academic department before the start of the quarter the internship is to begin

The number of units of academic credit that a student can receive depends on the number of hours worked during the quarter. Below is a chart that showcases these qualifications.

Number of Units	Number of Hours Worked during the Quarter
2	100-249
4	250-399
6	400+

Example: Working 10 hours per week X 10 weeks = 100 hours → 2 units of credit

Below is a list of internship policies for each Cal Poly College and relevant majors (as of January 2017).

College	Major	Internships
CAED		Highly encouraged for all majors
CAFES		Highly encouraged for all majors
	Wine and Viticulture	Required
	Agricultural Communications	Required
	Experience Industry Management	Required, must be completed final term after final coursework is complete
CENG		Highly encouraged for all majors
CLA	Anthropology and Geography	Required
	Child Development	Required, Supervised fieldwork or research
	Comparative Ethnic Studies	Required
	Journalism	Required, Media internship
	Psychology	Required, Supervised fieldwork or research
	Sociology	Required for Criminal Justice and Social Services concentrations
COSAM		Highly encouraged for all majors
	Kinesiology	Internship is one of four different senior project options
OCOB		Highly encouraged for all majors

Creating an Internship Program

Appendix

Sample timelines, templates, and forms

I. Sample Internship Timeline

Determining the timeline for the internship program is an important process. The table below details a suggested schedule for a summer program.

Month	Task
October	<ul style="list-style-type: none">• Identify supervisor to lead the program• Identify the need for the program by connecting with senior management and potential workplace Identify supervisors• Determine the budget, resources, and scale of the program along with optional mission and goal statements• Compile the internship description
November & December	<ul style="list-style-type: none">• Disseminate the internship description to universities, internship websites, social media, and local career fairs• Determine the form, scope, and methodology that will be used in conducting the evaluation
January	<ul style="list-style-type: none">• Close the application period and begin to review candidates• Schedule phone interviews to screen candidates
February	<ul style="list-style-type: none">• If necessary, schedule an additional round of interviews• Notify selected interns
March	<ul style="list-style-type: none">• Compile and disseminate program or logistical information to interns
April	<ul style="list-style-type: none">• Prepare workplaces and orientation materials for interns
May	<ul style="list-style-type: none">• Welcome intern and conduct orientation and training, which can include important activities like mentoring
June & July	<ul style="list-style-type: none">• Supervisors and mentors maintain communication with intern• Conduct mid-term evaluation between intern and supervisor
August	<ul style="list-style-type: none">• Conduct final evaluation, exit interviews, and surveys
September	<ul style="list-style-type: none">• Contact former interns to assist in recruitment of future interns

The above timeline is a sample and can be altered to fit the needs of many organizations or the scheduling needs of a student.

II. Key Steps Essential to Establishing a Program

The following is a list of important steps an internship program supervisor should follow as they establish and implement the program. Depending on the size of the employer and the program, some steps may need to be modified or rearranged.

Initial Steps:

1. Consider creating an internship program. Buy-in from management, supervisors and mentors is important.
2. Identify the management team to lead the initiative from beginning to end.
3. Determine the mission statement and goals for the program, which should be in line with values and expectations of the organization.
4. Determine the need and available resources for the program, including budgetary allocation, staff capacity to oversee an intern on a daily basis, and areas where an intern could be most useful.
5. Pay particular attention to factors such as pay, space, supervision, and technical support provided for interns.
6. Present the above findings to senior management to officially decide the size and scope of the initiative and that the needs and available resources are compatible.
7. Finalize which staff members will serve as workplace supervisors for interns.

Launching the Program

8. Create the internship job description.
9. Disseminate the internship description to universities, internship websites, social media, and local career fairs.
10. Close the application period and review candidates with input from stakeholders like workplace supervisors.
11. Schedule phone interviews to screen candidates and establish systemized interview process to ensure consistency.
12. Schedule additional rounds of phone or in-person interviews as necessary.
13. Notify selected interns.
14. Train workplace supervisor on managing an intern and finalizing the tasks they will work with an intern to accomplish.
15. Compile and disseminate program and logistical information to an intern with input from key stakeholders.
16. Prepare workplaces and orientation materials for the intern.
17. Welcome intern and conduct orientation and a first meeting between supervisor and intern. Expectations and regular communication should be laid out clearly from the start.
18. Maintain communication with the intern as necessary, including the promotion of opportunities for the intern to take advantage of outside the program.
19. Conduct mid-term evaluations between the intern and supervisor.

Final Steps

20. Conduct final evaluations, exit interviews, and surveys.
21. Conduct formal evaluation process with reviewer and plan changes to future programs.
22. Contact former interns to assist in recruitment of future interns.

III. Sample Internship Orientation Agenda

It is very important that the intern be warmly welcomed and introduced throughout the organization, just as an organization would welcome a new fulltime employee. Because orientation sets the tone for a new intern, it should be carefully planned and reflective the organization as a whole.

Organizational Background

- History
- Values
- Structure
- Aspects that set this organization apart from others with similar missions
- Population targeted by the work of this organization
- Common acronyms in day-to-day work

Organizational Culture

- Overview
- Time and attendance
- Dress code
- Holidays and closures
- Lunch and other breaks
- Sick leave policy
- Emergency evacuation protocols
- Pay and reimbursement procedures
- Codes for building entry or operating machines like copiers
- IT assistance
- Confidentiality/security policies
- Policies on sexual harassment, personal calls/emails, appropriate relationships/behaviors
- Tour of the space as necessary

Internship Program Structure

- Expectations for interns
- Pertinent dates and events
- Guidance for interacting with supervisors
- Details on evaluation and exit interviews

Intern Development Activities

- Self-Assessment forms
- Resume writing
- Networking
- Mentoring
- Skills acquisition
- Trainings available

IV. Sample Intern Self-Assessment Form

An intern may complete this self-assessment form on their own during orientation. They may choose to seek input from their supervisors as it relates to professional development needs and goals, but doing so is not necessary. The purpose of this activity is to help an intern identify how their goals translate into expectations for the work of the internship and other opportunities like mentoring.

Intern's Goals	Expectations for the Internship/Supervisor	Expectations for Mentoring
My immediate professional goal is:		
What I need to learn right now to succeed at work is:		
What I want to do at work right now is:		
My long-term career interest or aspiration is:		
What I need to pursue this long-term career interest is:		

My primary expectations for my internship are to:

My primary expectations for mentoring are to:

V. Sample Internship Work Plan

Name of Organization: _____

Intern's Name: _____ Major: _____

Quarter/Semester: _____ Graduation Date: _____

Supervisor's Name: _____

Expected Work Schedule:

Start Date: _____ Days Per Week: _____

End Date: _____ Hours Per Week: _____

Goals:

- 1.

- 2.

- 3.

Short-Term Assignments:

Long-Term Assignments:

Suggested topics for follow-up conversations:

Mid-Term Evaluation Date: _____ Final Evaluation Date: _____

Intern's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

VI. Sample Intern Mid-Program Evaluation

Date: _____ Intern's Name: _____

Days Per Week: _____ Supervisor's Name: _____

Describe your current internship responsibilities:

Evaluate on a scale from 1 (never) to 5 (always) how much you agree with the following statements.

Evaluation Questions	1	2	3	4	5
1. There's a good balance between menial tasks and content-focused assignments.					
2. The internship experience is consistent with how it was described to me by the supervisor.					
3. The organization is invested in my professional development.					
4. I feel like I can ask questions and get the answers I need to do my job.					
5. I've been able to take opportunities to work outside of my comfort zone.					
6. I receive feedback frequently and in a constructive format.					

7. I feel like I'm making valuable connections to use in my future jobs.					
8. Projects complement my potential career interests.					
9. I feel supported by my supervisor.					
10. I feel supported by my mentor.					
11. The internship is allowing me to establish a professional network.					

Sample Intern Mid-Program Evaluation (continued)

What overall challenges do you face in your internship?

What was the most rewarding aspect of your internship experience thus far?

What do you want to learn or accomplish during the remainder of your internship?

How, if at all, can this internship program be improved for future interns?

Intern's signature: _____ Date: _____

Supervisor's comments (to be completed separately):

Supervisor's signature: _____ Date: _____

VII. Sample Supervisor Mid-Program Evaluation

Date: _____ Intern's Name: _____

Supervisor's Name: _____

Internship Start Date: _____ Internship End Date: _____

Please rate the following statements below based on the intern's progress so far. Check the appropriate rating from 1 (poor) to 5 (excellent):

Evaluation Questions	1	2	3	4	5
Intern's job performance					
Intern's attendance					
Intern's attitude					
Regularly scheduled meetings					
Intern's willingness to ask for help					
Intern is developing skills related to field of interest					
Intern is meeting expectations					
Intern asked relevant questions regarding their work					
Intern has taken opportunities to work outside of their comfort zone.					
Intern adds value to the organization through their work.					
Intern is taking advantage of professional opportunities					

Additional comments or concerns:

Intern's signature: _____

Date: _____

Supervisor's signature: _____

Date: _____

VIII. Sample Intern Final Evaluation

Date: _____ Intern’s Name: _____

Days Per Week: _____ Supervisor’s Name: _____

Describe your current internship responsibilities:

Evaluate on a scale from 1 (never) to 5 (always) how much you agree with the following statements.

Evaluation Questions	1	2	3	4	5
1. There was a good balance between menial tasks and content-focused assignments.					
2. The internship experience was consistent with how it was described to me by the supervisor.					
3. The organization was invested in my professional development.					
4. I felt like I could ask questions and get the answers I needed to do my job.					
5. I was been able to take opportunities to work outside of my comfort zone.					
6. I received feedback frequently and in a constructive format.					
7. I felt like I’m made valuable connections to use in my future jobs.					
8. Projects complemented my potential career interests.					
9. I felt supported by my supervisor.					
10. I felt supported by my mentor.					
11. The internship allowed me to establish a professional network.					

What overall challenges did you face in your internship?

What was the most rewarding aspect of your internship experience?

What do you want to take away from this experience?

How, if at all, can this internship program be improved for future interns?

Intern's signature: _____ Date: _____

Supervisor's comments (to be completed separately):

Supervisor's signature: _____ Date: _____

IX. Sample Supervisor Final Evaluation

Date: _____ Intern’s Name: _____

Supervisor’s Name: _____

Internship Start Date: _____ Internship End Date: _____

Please rate the following statements below based on the intern. Check the appropriate rating from 1 (poor) to 5 (excellent):

Evaluation Questions	1	2	3	4	5
Intern’s overall job performance					
Intern’s attendance					
Intern’s attitude					
Regularly scheduled meetings					
Intern’s willingness to ask for help					
Intern has developed skills related to field of interest					
Intern has meet expectations					
Intern asked relevant questions regarding their work					
Intern took opportunities to work outside of their comfort zone.					
Intern added value to the organization through their work.					
Intern took advantage of professional opportunities					

Discuss the improvements made by the intern:

Additional comments or concerns:

Intern’s signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Sources:

1. United States Department of Labor. Office of Disability Employment Policy. Inclusive Internship Programs: A How-to Guide for Employers. Web.
<https://www.dol.gov/odep/pdf/inclusiveinternshipprograms.pdf>
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[http://career.bryant.edu/resources/files/RI%20Employer%20Guide%20Good%20Internships%20are%20Good%20Business2%20\(3\).pdf](http://career.bryant.edu/resources/files/RI%20Employer%20Guide%20Good%20Internships%20are%20Good%20Business2%20(3).pdf)
3. Huhman, Heather R. How to Create an Internship Program in 7 Easy Steps. N.p., 13 Jan. 2011. Web. 30 Dec. 2016. <http://www.slideshare.net/ComeRecommended/how-to-create-an-internship-program-in-7-easy-steps/3>
4. Manzer, Brittany. Internships Make Experience Happen. University of California, Santa Barbara, 3 Apr. 2015. Web. 4 Jan. 2017.
5. Career Readiness Resources.” National Association of Colleges and Employers,
www.naceweb.org/.