

Managing a Quality Internship Program



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What is an Internship?

An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience.

Characteristics include:

- Duration of anywhere from one month to a year, but a typical experience usually lasts from three to six months
- Generally, a one-time experience
- May be part-time or full-time
- Internships may be part of an educational program and carefully monitored and evaluated for academic credit, or internships can be part of a learning plan that someone develops individually
- Learning activities include learning objectives, observation, reflection, evaluation, and assessment
- Promotion of academic, career, and/or personal development

Adapted from materials published by the National Society for Experiential Education (NSEE)

Minimum requirements for a student to receive EXPL 201 or 202 (FREE P/F elective credit hour from the SAU Career Center):

- Professional experience which relates to student's major field or area of career interest
- At least 80% professional work
- Occupies at least one academic term (fall, spring or summer)
- Requires continuous supervision by a professional in the field (not a student)
- Must work at the internship site for a minimum of 75 hours
- Cannot be repeated at the same site (in the same position)
- Must complete the internship documentation process
- Must have completed 12-credit hours of college coursework
- Students are not permitted to participate in internships with relatives acting in key roles of the organization, i.e. supervisors

An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional "learning agenda" is structured into the experience. An effort is made to establish a reasonable balance between the intern's learning goals and organizational priorities.

How do Internships Benefit Employers?

Internships provide a year-round source of highly motivated pre-professionals that can bring new perspectives to old problems. It also increases the visibility of your organization on their college campus and throughout the community. These quality candidates can provide temporary or seasonal help for projects, which gives freedom to professional staff to pursue more creative projects of their own. Having an intern provides a flexible, cost-effective work force that does not require a long-term employment commitment, and it is a proven way to recruit and evaluate potential employees.

6 Steps to Starting an Internship Program

Step 1: Make Sure You Are Ready for an Intern

- What does your department hope to achieve from an intern?
- Do you have a special project the intern will be working on? How will this project relate to the student's major?
- Does your department have work experiences that will help, not only your department, but also the student?
- What skills do you want to teach the student through this internship?
- Who would it be helpful for your intern to observe or meet while they are interning?
- Do you have a workspace for your intern?
- What majors or program of study and class year would you be looking for?
- Are specific skills or technical knowledge / experience required to adequately complete the assigned tasks?
- Who will serve as the intern's supervisor and point of contact?
- Do you have financial resources to support the intern? (see page 8 for more information)
- Do you have time to support/mentor an intern?

Step 2: Write a Position Description

Carefully plan and write out your internship program and goals. Draft a job description clearly explaining the job's duties. See example below:

Have you ever wondered what it would feel like to be a part of an entrepreneurial company where your unique abilities are celebrated, you increase your creative energy and your role adds value every day? Sound impossible? It's not.

Company name has a unique story of being family-owned for over 40 years. We turn vacation dreams into long-lasting memories by focusing on our customers' End-to-End Experience at every touch point. Our 1,000+ team members embody our core values, making us a global leader in leisure travel and technology. Our team is the reason we've earned a spot on the Top Workplaces list for multiple years.

Company name was the first to process an online vacation booking. *Company name* has continued its evolution working with the leading global airlines, hotels, and theme parks to provide cutting-edge technology solutions. Visit *company* website to continue the story.

Grow and learn with us as a **Business Intelligence Intern**. In this role, you'll get to know the travel industry while learning Business Intelligence concepts, data relationships, KPI creation and documentation, visualizations, and reporting.

A successful **Business Intelligence Intern** will:

- Work with the Engineers and Architects on the BI team to learn and document different data sources
- Focus on understanding the relationships within the data, and the business's key performance indicators
- Be expected to display data through BI tools and other reporting mechanisms

Requirements:

- 15-20 hours per week with a first shift schedule Monday through Friday
- Flexible hours to accommodate class schedule
- Fall or spring intern
- Must be sophomore standing at the start of the internship and a 3.0 or higher grade point average is preferred
- This internship is for students seeking a 4-year college or university with majors in: Business Administration, Computer Science, or a related field
- Experience using Microsoft Office Suite
- Excellent communication skills
- Organizational, planning, facilitation, and prioritization skills
- Detail oriented
- Analytical thinking

Pay: \$15.00 per hour

We are proud to be an EEO/AA employer M/F/D/V. We maintain a drug-free and tobacco-free workplace and perform pre-employment background checks.

Adapted from indeed.com on 6/12/18

Step 3: Recruit an Intern(s)

Start searching early! Begin searching three to six months before you need a student to begin work. Some very competitive organizations post their openings, complete interviews, and make internship offers six to nine months ahead of the start date. **Use the reference guide on the next page to post the position on BeeCareers.** The position will go out to both students and faculty in the majors you are recruiting the Friday after the position is posted.

Use the following information to contact the Center for International Education if you would like to hire an international student. For more information on hiring International students see page 9.

Center for International Education
St. Ambrose University, 563-333-6389

EMPLOYER GUIDE

to posting a job to BeeCareers

1 Go to <https://sau-csm.symlicity.com/employers>



2

Click on "Sign Up" and complete the information. Your registration will be approved by the Career Center within 1-2 business days, and you'll be sent a username and password. You only need to create an account once. In the future, you'll just be able to login and post your position.

3



Once approved, log in and under Shortcuts on the homepage, click on "Create Job/Internship Posting."

4



Fill out the form and submit it (all areas marked with a red asterisk are required). Please allow 1-2 business days for your position to appear online.

5



You can set the posting date range for up to 30 days. After 30 days, it will expire, and you will receive an email notification to renew it.

6



You can view your active/archived postings and applicant resumes by clicking "View Job/Internship Postings" under Shortcuts.



7

Have a little extra time on your hands? Consider registering to serve as a volunteer career advisor to St. Ambrose students through the BeeConnection.

8

To sign up for the BeeConnection, click on "The BeeConnection" tab on the left side menu. You'll create a profile and then students will be able to contact you with their career-related questions. Please note: By registering, it is not guaranteed that a student will contact you.

Questions or issues with your account?
Please call the Career Center at 563-333-6339.

Step 4: Interview your Intern

Interviewing the intern will help ensure you hire the best candidate for your opening. Questions you might want to ask include:

1. Tell me about yourself.
2. Why are you interested in interning for our company?
3. What do you think makes you the best candidate for this position?
4. Tell me about a time when you have had to work with a team to accomplish a goal.
5. Give me an example of a time when you had a conflict with a colleague. How did you resolve the conflict?
6. Tell me about a time when you caught an error that someone else made.
7. Give me an example of a time when you were able to manage a very busy schedule in a timely manner.
8. Give me an example of a difficult decision you made recently.
9. Give me an example of a difficult problem you have had to solve.

Step 5: Notify the Career Center that you have Hired an Intern

Once you offer a St. Ambrose University student an internship, you should ask the student to stop by the Career Center to see if they can get credit for their internship.

The following table explains what you can expect of us, and what we expect from our internship supervisors, if the student is taking the internship for credit:

WHAT WE EXPECT OF YOU:	WHAT YOU CAN EXPECT OF US:
<ul style="list-style-type: none">• If the student is enrolled in EXPL 201 or 202, you will receive the students' learning objectives via email. Please go through these objectives with the student within the first two weeks of the internship and modify, if needed. Please help them obtain these goals throughout the internship.	<ul style="list-style-type: none">• To assist if the student isn't completing the internship at a satisfactory level. Please contact us at internships@sau.edu or call 563-333-6339, if you have any concerns.
<ul style="list-style-type: none">• Halfway through the experience, students will have their internship supervisor complete an evaluation of their performance. This form will be sent to you electronically. Please submit this form as soon as possible, so the student isn't delayed in receiving credit for their internship.	<ul style="list-style-type: none">• A site visit, especially if we haven't ever had an intern at your site before.
<ul style="list-style-type: none">• At the end of the internship experience, students will have their internship supervisor complete an evaluation of their performance. This form will be sent to you electronically. Please submit this form as soon as possible, so the student isn't delayed in receiving credit for their internship.	<ul style="list-style-type: none">• A call from the Career Center, if the student has not had a satisfactory experience.

Step 6: Manage the Intern(s)

Experience shows employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who don't. Use the following checklist to help acclimate interns to the workplace:

Explain the Mission

- What are the department's current objectives?
- How may the intern contribute to those objectives?

Explain the Organization Structure

- Who, specifically, is the intern's supervisor?
- What is the intern's department responsible for?
- How are decisions made?
- Which personnel can answer different kinds of questions?

Outline Organizational Rules, Policies, Decorum, and Expectations

- Is there special industry jargon?
- What are the specific work standards and procedures?
- What access to the supervisor does the intern have?
- How should they process requests?
- How do the mail and telephone systems work?
- What are the approved forms for correspondence?
- By what safety regulations must they abide?
- Is there a procedure for signing off completed work?
- What periodic forms or reports need to be completed?
- Are there security/confidentiality issues the intern should be aware of?
- What is acceptable with regard to dress and appearance?
- How should they maintain the premises and their work area?

Define the Intern's Responsibilities / Know your Intern's Learning Objectives

- What are the intern's learning objectives? Continually review progress.
- What projects will be assigned to him or her?
- What training is necessary?
- How does the organization want the intern to deal with clients?
- What tasks can be completed without supervisory approval?
- Do other employees understand the intern's role?

Monitor the Intern's Adjustment and Understanding of What is Expected

- Make yourself visibly available to the intern
- Periodically "check-in" with the intern or schedule weekly meetings
- Provide feedback and constructive criticism
 - Describe the actions and results you have observed – be specific
- Encourage the intern to ask questions

Encourage your Intern to be an Active Problem Solver

- Instead of answering the question, ask "what would you suggest?" and/or "what do you think are the advantages and disadvantages of taking that action?"

Use the Support Available from your Academic Contact

- If you have any questions or concerns, please don't hesitate to reach out to the Career Center.

Adapted from Inkster, Robert P. & Ross, Roseanna G. (1998) *The Internship as Partnership: A Handbook for Businesses, Nonprofits, and Government Agencies*. Raleigh, NC: Simon & Schuster Custom Publishing.

Does an intern need to be paid?

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts 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

Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case. If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA. Where to Obtain Additional Information visit: <http://www.wagehour.dol.gov> and/or call the helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

If you are an Iowa company, the Iowa Student Internship Program provides grants to small and medium sized companies in the advanced manufacturing, biosciences and information technology industries to help support internship programs with a goal of transitioning the interns to full-time employment in the state upon graduation. Awards are available up to \$3,100 per intern and for up to \$9,300 per company. Contact Iowa Economic Development and read about the application process here: <http://www.iowaeconomicdevelopment.com/WorkforceTraining/student>.

Per the National Association of Experiential Education, we favor paid work positions for students whenever pay can be arranged in work environments that have the potential for meeting the student's goals. Preventing students from being paid for their work if they are receiving college credit are discriminatory because they often preclude participation by low-income students. Credit is for what students learn; pay is for what they provide to the field sponsor. The two are neither mutually exclusive nor conflicting.

Hiring an International Student

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

An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. Students are granted F-1 status until the completion of the academic program and 12 months of post-program practical training.¹

The international student numbers are growing at St. Ambrose University! International students can be a great advantage to local employers who are looking for internship candidates.

Practical training is a legal means by which F-1 students can obtain employment in areas related to their academic field of study. Students, in general, must have completed one academic year (approximately nine months) in F-1 status and must maintain their F-1 status to be eligible for practical training. There are two types of practical training: Optional Practical Training and Curricular Practical Training.

Optional Practical Training experiences are usually pursued by a student upon degree completion.

Students are eligible for 12 months of Optional Practical Training per education level. Curricular Practical Training is usually completed during a student's course of study - experiences such as cooperative education, work study, practicum, and internship programs would be considered Curricular Practical Training. *In both types of training, it is up to the student to secure the proper authorization prior to employment.* The employer does not need to sponsor the student, file any immigration paperwork, or pay any fees related to the employment authorization. Further information about hiring international students can be found at the following link:

https://www.nafsa.org/uploadedFiles/NAFSA_Home/NAFSA_Regions/Region_XII/hiringiiss.pdf

If you have any questions, feel free to contact, International Student Advisor at 563-333-6309.

¹ The above information about the F-1 Visa is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers (NACE). Reprinted with permission of the National Associate of Colleges and Employers, copyright holder. For more information on these and other legal issues related for hiring, see NACEWeb at www.naceweb.org.

Harassment and Nondiscrimination Policy

St. Ambrose University is committed to engaging students in professional and safe working/learning environments. In accordance with University policy (see <http://www.sau.edu/policies/title-ix-compliance>), the Career Center will not tolerate any form of harassment, discrimination, or retaliation based on an individual's protected characteristics including race, color, sex, sexual orientation, gender identity, religion, national origin, military or veteran status, physical or mental disability, pregnancy, age, or any other protected category under applicable federal, state or local laws. This policy applies to internship supervisors and co-workers toward a student, as well as students toward the internship supervisor and co-workers.

The Career Center expects all employers to have a sexual harassment policy and encourages students to inform themselves of the employer's policy and to follow it. Beyond this, the Career Center asks students and/or internship supervisors to report any incident of misconduct as soon as possible, allowing both the University and the internship site the opportunity to promptly intervene. When the Career Center receives a report of harassment or discrimination at the internship site, a member of the Career Center staff will immediately facilitate appropriate action with the participating internship site, student, and supervisor. All reports and actions taken in response to the incident will be documented by the Career Center staff and kept on file. All reports received by the Career Center will be communicated to the University Title IX Coordinator in compliance with University policy.

University action may include:

1. Providing guidance on how to address the individual(s) doing the harassing
2. Consulting with University Title IX Coordinator and/or legal counsel to facilitate a resolution
3. Interim remedies to stop and prevent further harassment/discrimination (change in site, supervisor, co-worker, location, etc)
4. Conducting a formal meeting, investigation, and/or grievance process in response to the reported allegation
(The student may determine the level of involvement they wish to have)

Behaviors that may constitute sexual harassment include, but are not limited to:

- ⊕ subtle pressure for sexual activity
- ⊕ unnecessary brushes or touches
- ⊕ offensive sexual graffiti
- ⊕ disparaging remarks about one's sex or gender
- ⊕ physical aggression such as pinching and patting
- ⊕ sexual innuendos or persistent use of sexually suggestive language which another person finds offensive, demeaning, or otherwise inappropriate
- ⊕ verbal sexual abuse disguised as humor
- ⊕ obscene gestures
- ⊕ sexist remarks about a person's clothing, body, or sexual activities
- ⊕ conditioning an educational or employment decision or benefit on submission to sexual conduct

Title IX Coordinator, 563-333-6070, <mailto:carlsonkevin@sau.edu>
Internship Coordinator, 563-333-6339, internships@sau.edu

Ten Concerns of Interns

1. **“Give us real work!”** It can't be said enough that interns want to work and learn. If you have brought on an intern as a recruitment tool, assess their abilities. Give them worthwhile and meaningful tasks. It makes sense to utilize your interns well.
2. **“Do what you say, and say what you do.”** Be honest with your interns about what they can expect during their internship. If the job will require stuffing envelopes, then make that clear. However, if you tell the intern that they will be researching a project, and they spend 90% of their time doing “grunt work,” then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected. A good rule of thumb: 80% of an intern's work should be directly related to the major/field the student will be working in; 20% can be “other duties as assigned.”
3. **“We like feedback!”** Remember interns are students, and they may not have the business skills and experiences you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future. Formal feedback for the student and school is often required at the end of the internship. Use the included forms to create learning objectives so your students know exactly what is expected of them.
4. **“We want to be included.”** Is there a staff meeting they can attend? Can they quietly tag along to the next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace.
5. **“Please explain.”** When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.
6. **“I want a mentor!”** Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.
7. **Um...I need a chair.”** It is amazing how many employers hire an intern and don't think about the fact that they will need a desk, chair, phone, and a computer in order to do the task assigned. It is no fun and inefficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to be prepared and supply the intern with the tools to do the job.
8. **“What are the incentives?”** While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.
9. **“What are your professional expectations of me?”** Make sure to inform the intern of the appropriate dress code and rules on the usage of technology. Inform them of your office's web policy, as well as any policies regarding cell phone use.
10. **“A minute of your time, please.”** The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor.

