



## **ISSA INTERNSHIP TOOLKIT**

**ISSA has developed the hiring guidelines in this toolkit to assist you in creating internships within your firm.**

### **INTERNSHIP TOOLKIT GOAL**

The purpose of the ISSA Internship Toolkit is to help ISSA-member firms identify and attract new talent to the janitor industry in a way that provides valuable industry experience, connections, and career opportunities as well as financial income for their continuing education while simultaneously helping fill the needs of member-firm employers.

### **WHAT'S INSIDE**

The ISSA Internship Toolkit includes vital personnel guidelines designed to help you find, interview, hire, train, and motivate the right intern for your company as well as practical items, such as human resource and statutory compensation information, sample forms and templates, and performance-measurement guidelines.

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## I. DEFINITION OF AN INTERNSHIP <sup>1</sup>

An internship is any guided work or service experience in which the chosen candidate or student is given practical on-the-job training and goals that reflect actively on what s/he is learning throughout the experience.

Internships have several unique characteristics, many of which distinguish them from temporary or volunteer work, including:

- **An intentional “learning agenda.”** Specifically, internships promote academic, career, and/or personal development.
- **Length of time.** On average, internships last from one to six months.
- **Singularity.** Most often, internships are a one-time experience.
- **Educational value.** Internships may be tied to a specific educational program and be carefully observed and evaluated for academic credit, or they may be part of an individually developed learning plan.
- **Supervision.** Internships call for employers to set measurable objectives and provide on-the-job training, guidance, and evaluations.
- **Balance.** Internships should reflect an understanding and equilibrium between the intern’s learning goals and the specific work an organization needs done.

## II. BENEFITS FOR EMPLOYERS AND INTERNS

### Benefits for Interns

- Internships are an excellent way to learn about the jansan industry.
- Internships are a great way of building a relationship with an employer in the jansan industry that can open doors to future industry positions and career-strengthening networking opportunities.
- Interns are typically more engaged in their learning and develop stronger work ethics, additional skills, and enhanced capabilities that can benefit them throughout their careers.
- Internships provide students with real-life job experience.
- Internships may satisfy certain college program requirements and possibly allow a student to earn college credit, enriching the college experience and better preparing the intern for entry into the full-time workforce.

### Benefits for Employers

- Internships create a disciplined process to access a continual source of highly motivated pre-professionals that can turn into future employees.
- Internships provide an opportunity to find, train, and evaluate prospective employees within the organization's specific real-life working environment.
- Internships provide an opportunity to gain fresh perspectives and ideas on established processes, procedures, and programs.
- Internships are a flexible, cost-effective recruitment process that does not require a long-term employment commitment.

### III. THE 5 NECESSARY PLANNING STEPS

#### STEP 1: SET OBJECTIVE

For employers, the success of an internship program requires establishing appropriate recruiting and internal disciplines. This process starts with identifying the objective and goals of your program. To help identify these:

- **Look at current business activities.** What areas of work you would like to expand? Which projects you would like to initiate or complete? Consider projects that are both beneficial to your organization and provide challenging learning experiences for interns.
- **Examine your company's recruiting needs.** For example, which employees are retiring? Where has recruiting and hiring been more difficult in the past? What departments do you expect growth due to increased product demand, the addition of positions following recovery from a recession, or the need for new/emerging skill sets?

It is strongly advisable that an employer and intern create mutually agreed upon learning objectives that provide clear direction and targeted goals for the intern. To be effective, learning objectives need to be concise, concrete, and measurable. Documentation is equally important; well-documented learning objectives ensure both parties envision the same experience and reduces the possibility of misunderstanding and disappointment.

**An example of a measurable learning objective:**

*The intern will produce a marketing plan for XYZ product line.*

**An example of an immeasurable learning objective:**

*The intern will receive an understanding of our marketing concepts.*

#### STEP 2: PLANNING

Thinking about a company's internship needs in advance is necessary for a successful program. Things to consider include:

##### **Job Descriptions**

Job descriptions outline the requirements you are looking for in an ideal candidate and also help determine what skill sets are needed to fill the responsibilities of the position.

A major part of producing effective position descriptions involves the development of challenging work assignments (*see section VII, Developing Work Activities and Measurable Learning Objectives*).

A detailed description of typical tasks will help you formulate the job description while helping others promote your internship and screen the proper candidates for the position.

One way to approach developing the proper job description is to make a preliminary list of work activities that include the needs of your department that might also complement an intern's education or employment goals to the degree it is possible.

Note: It is not appropriate management or good leadership to use interns to perform simple tasks at low cost. Internships require good experiences with mentally challenging projects and tasks that will stimulate them and increase their interest in our industry.

In creating a job description, consider the following:

- The purpose of the internship; document the particular contributions of the intern to the organization's overall mission
- The duties and essential activities/job functions that will be required of the intern
- The expectations regarding the end result of tasks/projects performed
- The physical and mental requirements of the internship
- The required major, minimum grade point average (GPA), and class standing (freshman, sophomore, junior, or senior) if applicable.
- Any technical or job-specific skills needed to perform the internship successfully
- The length of the internship and the required number of work hours per week
- Any training that will be provided
- An outline of the application and selection processes and who will be responsible for making the final hiring decision.

### **Staff Support and Effective Supervision**

Due to the training nature of an internship, it is imperative that interns are provided with sufficient supervision and mentoring so as to provide them with an information resource and to help them stay on track. Now is the time to choose the supervisor who will be responsible for mentoring and evaluating the intern's progress. Remember, supervision calls for a committed time investment, especially on the front-end, to plan

and then implement the necessary training. It is also recommended that the supervisor plan ongoing weekly meetings to stay up-to-date with the intern's progress. Use care in identifying a seasoned staff member who "buys into" the importance of utilizing interns. Make sure the person realizes that the purpose of an internship is two-fold: Interns will provide some useful assistance for the organization while gaining on-the-job training that will assist them with their future careers.

### **Compensation**

The U.S. Fair Labor Standards Act (FLSA) makes it extremely rare that an intern can work without compensation (*see section IV, Legal Issues*). This said, it is a good idea to research common wage ranges within the industry for manufacturers, distributors, building service contractors, or in-house professionals by geographic location. You might also consider calling a career-services office in your area since many collect this type of information. At the least, the minimum federal and state statutes regarding compensation must be met.

## **STEP 3: RECRUITING**

In most cases, you should post internships at least seven to 10 weeks prior to your expected start date. This will allow sufficient time to screen and select appropriate candidates.

Consider the following alternatives to help you find the perfect intern:

- 1. Search at several kinds of schools.** Four-year universities are a great source for interns, but you're not out of luck if there's no state university or Ivy League school in your backyard. Consider community colleges, vocational, technical, and trade schools.
- 2. Contact career centers or placement offices.** Every college has a career center/placement office to help students find internships. They also assist employers. Call them for help posting your internship online or participating in an internship fair.
- 3. Approach academic clubs.** Students join a variety of clubs on campus to advance their knowledge in areas ranging from economics to physics. They also participate in student affiliates of national organizations, such as the American Chemical Society and the American Institute of Graphic Arts. Offer to help these clubs or serve as a guest speaker at a meeting. You may have an opportunity to network with potential interns and future employees and promote your company.

4. **Military placement services.** Check with your local military community to see how it may be able to help.
5. **Peer networks and social media.** Consider popular social media sites like LinkedIn and Facebook. While LinkedIn is probably your best bet as the site caters to students, employees and employers that are trying to connect, you should look at Facebook as well because word truly does travel fast!
6. **Posting openings on the ISSA.com website.** ISSA has developed a classifieds section to help employers connect with potential employees. Check it out at [www.issa.com/classifieds](http://www.issa.com/classifieds).
7. **Opt for an online search.** There are lots of websites where you are able list your internship position. ISSA has compiled a list of some of the more popular places to conduct your on-line search to secure your intern. They include:

#### [College.monster.com](http://College.monster.com)

MonsterCollege helps recent grads and college students find their first career opportunity. Whether graduates pursue careers in government, nonprofits, service vocations, start-ups, or the corporate sphere – MonsterCollege helps them navigate the job-hunting process and can help them find you.

#### [InternshipPrograms.com](http://InternshipPrograms.com)

This site outlines useful and practical tips to help ensure you make all the right decisions when conducting your search.

#### [www.YouTern.com](http://www.YouTern.com)

YouTern is dedicated to matching the best young talent to leading organizations through high-impact, mentor-based internships.

#### [InternMatch.com](http://InternMatch.com)

InternMatch.com helps companies target interns using a network of 250-plus university and department level partners (ranging from Stanford to MIT) to ensure that every posting receives the right student applications.

#### [CollegeRecruiter.com](http://CollegeRecruiter.com)

CollegeRecruiter.com targets college students and recent graduates looking for internships and entry level positions, allowing them to apply to jobs even on a mobile phone.

#### [Internships.com](http://Internships.com)

With more than 60,000 internships in over 2,000 locations, Internships.com has a very active community that also includes career-prep resources and internship forums.



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

Search domestic and internationally on this global portal that caters to internships of many different job roles, titles, and activities.

[InternJobs](http://InternJobs.com)

InternJobs.com is a global database of internships and entry-level positions for students, recent graduates, and career changers.

#### **STEP 4: ON THE JOB**

It is important to set up an orientation for your new intern based on the plan you developed in Step 2 as this lays a solid foundation for the intern's experience (*see section VI Orientation and Training*). Below are some additional suggestions to help assure the success of your internship program.

- **Agree—in writing.** On day one of the internship, the employer should identify company policies and the specific terms and conditions of employment (*see 'terms and conditions' in section IV Legal Issues*). Be sure to document the discussion with a written agreement signed by both the employer and the intern.
- **Make interns feel welcome.** Just as you would a new full-time employee, it is important that interns be provided with a warm introduction to your organization. Before interns arrive, be sure to provide them with any necessary housing, transportation, parking, and/or dress code information. Once interns start, acquaint them with the office workspace and environment by introducing them to co-workers and helping them become familiar with your organization's communication process and chain of accountability.
- **Provide necessary resources.** A proper workstation, telephone with voicemail, computer, and email account is vital to your intern's success. Point out the supply room and introduce all appropriate personnel.
- **Explain in detail.** When work is assigned, make sure it is given with detailed explanation. A few extra minutes of explanation will pay off later when the intern produces good work independently.
- **Monitor progress.** Make sure you keep tabs on the intern's daily activities. In many cases, they are new to the professional world of work. Help your intern establish good work habits, such as setting daily, weekly, and monthly goals for completing various tasks.

## **STEP 5: EVALUATION**

An internship can only be a true learning experience if constructive feedback is provided. An effective evaluation will focus on the learning objectives that were established at the start. Supervisors should evaluate positive accomplishments and weaknesses. Ask the intern for an exit interview about things that can be improved for the next intern hiring. You will find templates for both of these evaluations in Section IX, Templates.

### **Summary**

It is important to do some careful planning to create a successful internship program. The pay off for you as the employer is an ongoing chance to recruit from a pool of qualified internship candidates while fostering positive public relations.

#### IV. LEGAL ISSUES\*

With the exception of less stringent termination and unemployment compensation procedures, the same laws and standards for hiring/employing full-time employees apply to hiring interns. Below are some areas worth consideration:

- **Compensation.** As mentioned previously, The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least US\$500,000, severely restricts an employer's ability to use unpaid interns.
- The U.S. Department of Labor has outlined the following six criteria for determining intern (i.e., trainee) status <sup>2</sup>:
  1. "The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment
  2. The internship experience is for the benefit of the intern
  3. The intern does not displace regular employees, but works under close supervision of existing staff
  4. The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion, its operations may actually be impeded
  5. The intern is not necessarily entitled to a job at the conclusion of the internship
  6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under FLSA, and the act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow, because the FLSA's definition of "employ" is very broad."

Simply stated, it is next to impossible to prove a company that offers the internship "derives no immediate advantage from the activities of the intern." And as recommended previously, you should check with legal counsel and local employment agencies in your area. Be aware, however, that in nearly all cases, at the least, the minimum federal and state statutes regarding compensation must be met.

It is also worth noting that even if a student is working through a school program for which s/he is receiving credits, under FLSA the student still has the right to be paid.

- **Workers' and unemployment compensation.** Check with your state to see if workers' compensation laws cover interns. Note, however, that workers' compensation boards have found that interns should be covered under your workers' compensation policy even if you are not required to do so. Student interns are not eligible for unemployment compensation.
- **Equal employment opportunity/safety and harassment laws.** In general, student interns fall into "at will" employment status and may be terminated for poor conduct. You also want to provide interns with information on your safety and harassment policies since employers may be held liable for intern violations just as they are for other employees, and these legal violations can prove time consuming and very expensive.
- **Age.** Interns must be at least 18 years of age.
- **Union considerations.** If the job entails work within union employee functions, the union must be consulted prior to implementation.
- **Substitute compensation.** Be sure to look into regulations regarding substitute compensation, such as scholarships, etc.
- **Terms and conditions.** As an employer, you should identify and discuss with prospective interns your organization's specific terms and conditions of employment, i.e., dates of employment, including the internship end date; compensation; organizational and/or reporting relationships; principal duties; tasks and responsibilities; working conditions; confidentiality; employee policies; and any other expectations of the employment. These terms should be documented and a copy given to the candidate upon acceptance of your internship.

*\*Please note: ISSA does not make any claim (implicit or explicit) to legal expertise in this area. Always contact your organization's legal counsel or an employment law professional with questions or for information on how your organization may be specifically influenced by these guidelines and all employment laws.*

## V. INTERNATIONAL STUDENTS <sup>3</sup>

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

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

- **The student holding F-1 status.** For a full academic year, those in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.
- **Curricular practical training.** An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The INS defines this type of training as ‘alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.
- **Post-completion practical training.** This is temporary employment directly related to the student’s major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part-time work. Those on a student visa can only gain authorization once for this type of training.”

Employers can take advantage of a nationwide service provider who handles all the necessary paperwork and processing for international students to work in an organization. The largest provider is: Immigration Support Services; 1300 Bent Creek Blvd.; Mechanicsburg, PA 17055; phone, 800-437-7313. Or visit [www.immigrantionsupport.com](http://www.immigrantionsupport.com).

## VI. ORIENTATION AND TRAINING

Obviously, the sooner your intern understands your organization, the sooner s/he can be assigned responsibilities and become productive. Yet many interns are sure to be unfamiliar with the activities, environment, and objectives of your business and the industry, and many may not have been exposed to organizational policies, the need for confidentiality, the importance of teamwork, office decorum, or the profit-making orientation of business in general.

The key methods for helping them gain an understanding in these areas is (1) to develop a thorough orientation and training plan that is ready to be implemented when the interns begins work and (2) to invest adequate supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

### **Orientation Checklist**

Experience shows that when employers spend adequate time orienting interns, the interns learn quicker and produce more, faster than those who work for organization that do not take the time. For this reason, it is in both your and the intern's best interest to take the time to complete the steps in the following checklist.

#### Explain the Mission of the Organization

- How did the organization start? Why?
- What is unique about your product or service?
- Who benefits from your product or service?
- What are the organization's current objectives?
- How may the intern contribute to those objectives?

#### Explain the Organization Structure

- Who reports to whom?
- Who, specifically, is the intern's supervisor?
- What are the responsibilities of the intern's department?
- 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 the intern process requests?
- How do the mail and telephone systems work?
- What are the approved forms for correspondence?
- By what safety regulations must the intern abide?
- Is there a procedure for signing off on completed work?
- What periodic forms or reports need to be completed?
- Are there security or confidentiality issues the intern needs to know?
- What is acceptable with regard to dress and appearance?
- How should they maintain the premises and their work area?
- What are the company's personal Internet and email use policies?

### Define the Intern's Responsibilities

- What is the intern's role?
- What projects will be assigned to him or her?
- What resources are available to the intern?
- What training is necessary?
- How does the organization want the intern to deal with clients and vendors?
- What tasks can be completed without supervisory approval?
- Do other employees understand the intern's role?

### Monitor the Intern's Adjustment and Understanding of Expectations

- Make yourself visibly available to the intern
- Assign someone who can periodically "check-in" with the intern
- Provide feedback and constructive criticism
- Encourage and even require the intern to ask questions

## **Communication**

You can communicate the information above to the intern in a variety of ways, including:

- Talk personally with the intern.
- Take the intern on a tour of your company.
- Give the intern company materials to read, such as policy manuals, newsletters, annual reports, an organization chart, or memos from the CEO.
- Encourage interns to spend breaks and eat lunch with other staff.
- Schedule regular one-on-one meetings for interns with the CEO and other key executives and staff.
- Give the interns opportunities to participate in professional meetings.
- Encourage the interns to walk around to observe other staff at work.



## VII. DEVELOPING WORK ACTIVITIES AND MEASURABLE LEARNING OBJECTIVES

Work assignments should provide the interns with a variety of tasks while accommodating the needs of the organization. As part of the educational process, internship work activities should focus on projects related to the interns learning objectives and possible career goals to the degree possible. Interns who perform mainly menial tasks will feel quickly demoralized and will learn nothing. It is important that the interns perceive their work as a useful to the sponsoring organization. Below are some ideas to help make work assignments meaningful—and success achievable—for interns:

- Choose challenging, but realistic, assignments interns can accomplish within a three-month period.
- Work with the intern and staff to establish specific learning objectives.
- Identify expected outcomes or products.
- Be willing to incorporate the intern's particular strengths.
- Keep interns busy and directed towards their learning objectives. Interns rarely protest being overworked, but they do find fault in not being challenged.
- Provide opportunities for increasing responsibility.
- Show how their work relates and contributes to the overall efforts of the department or organization.
- Be sure to have some additional projects available in case an intern successfully completes a project ahead of schedule.

## VIII. SUPERVISING THE INTERN

Supervising an intern requires use of all the skills necessary to any effective supervisory relationship, just a bit more of each perhaps. These skills include:

- Providing leadership
- Motivating
- Communicating
- Developing and training
- Delegating
- Evaluating

**Seek input.** It is advised that you meet with your interns on a regular basis formally and informally regarding their performance. During these meetings, they should be given the opportunity to:

- Report on the status of a project at hand
- Ask questions they feel are needed to assist them
- Learn how their work is contributing to the organization
- Participate in an evaluation of their strengths
- Discuss areas needing growth and development
- Get a sense of what kind of work may lie ahead.

**Provide feedback.** During these periods of communication, you also will have the chance to coach, counsel, and reinforce positive attitudes and performance. The goal is to help the intern's development. In addition to direct feedback on the intern's work, this is your chance to encourage professionalism by assisting interns in cultivating human relation and decision-making skills as well as managing office politics.

Areas you should expect to discuss (as appropriate to the situation) include

- Attendance, punctuality, and other work habits
- Motivation
- Work quality and timeliness
- Personal and/or personnel conflicts
- Ability to take and follow direction
- Areas needing growth and development
- Overall performance and professionalism.

**IX. TEMPLATE : INTERNSHIP POSITION AVAILABLE\***

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

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

Address 1: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Contact: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Website: \_\_\_\_\_

Majors Desired: \_\_\_\_\_

GPA Desired: \_\_\_\_\_

Internship is open to the following candidates (please check all that apply):

- High School                       Community College  
 Vocational/Technical School     College/University     Other

Inquiry Deadline: \_\_\_\_\_

**Time Preference:**

**Compensation:**

**When Available:**

Part-Time  Hours/Week    \_\_\_\_\_ Per Hour     Which Months

Full-Time  Hours/Week    \_\_\_\_\_ Weekly/Bi-monthly Wage (cross out one)

Job/Project Description:

Experience/Skills Required or Preferred:

## TEMPLATE: EMPLOYER EVALUATION OF INTERN\*

**Intern:** \_\_\_\_\_

Criteria:

1. Exceptional (always demonstrates this ability/consistently exceeds expectations)
2. Commendable (usually demonstrates this ability/sometimes exceeds expectations)
3. Average (meets expectations)
4. Needs Improvement

### **A. Listens Well & Learns**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Asks pertinent and purposeful questions                         | 1 | 2 | 3 | 4 |
| 2. Seeks out and utilizes appropriate resources                    | 1 | 2 | 3 | 4 |
| 3. Accepts responsibility for mistakes and learns from experiences | 1 | 2 | 3 | 4 |

### **B. Job Performance**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Completes the job efficiently and effectively                      | 1 | 2 | 3 | 4 |
| 2. Prioritizes work well  | 1 | 2 | 3 | 4 |
| 3. Learns well on who to go to get reliable input and get things done | 1 | 2 | 3 | 4 |
| 3. Attitude toward others (staff, customers, suppliers)               | 1 | 2 | 3 | 4 |
| 4. Attitude toward the job  | 1 | 2 | 3 | 4 |

### **C. Communication Skills**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Communicates ideas and concepts clearly in writing     | 1 | 2 | 3 | 4 |
| 2. Communicates ideas and concepts clearly verbally       | 1 | 2 | 3 | 4 |
| 3. Effectively participates in meetings or group settings | 1 | 2 | 3 | 4 |

### **D. Innovative/Creative Thinking & Problem Solving Skills**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Breaks down complex tasks/problems into manageable pieces | 1 | 2 | 3 | 4 |
| 2. Brainstorms/develops options and ideas                    | 1 | 2 | 3 | 4 |

3. Demonstrates an analytical capacity 1 2 3 4

**E. Professional & Career Development Skills**

1. Exhibits self-motivated approach to work 1 2 3 4

2. Demonstrates ability to set appropriate priorities/goals 1 2 3 4

3. Exhibits professional behavior and attitude 1 2 3 4

**F. Interpersonal & Teamwork Skills**

1. Manages and resolves conflict in an effective manner 1 2 3 4

2. Supports and contributes to a team atmosphere 1 2 3 4

3. Demonstrates assertive but appropriate behavior 1 2 3 4

**G. Organizational Effectiveness Skills**

1. Seeks to understand and support the organization's mission/goals 1 2 3 4

2. Fits in with the norms and expectations of the organization 1 2 3 4

3. Works within appropriate authority and decision-making channels 1 2 3 4

**H. Basic Work Habits**

1. Reports to work as scheduled and on-time 1 2 3 4

2. Dress and appearance are appropriate for this organization 1 2 3 4

**I. Character Attributes**

1. Brings a sense of values and integrity to the job 1 2 3 4

2. Behaves in an ethical manner 1 2 3 4

3. Respects the diversity (religious/cultural/ethnic) of co-workers 1 2 3 4

**J. Open Category: Industry-Specific Skills**

Are there any skills or competencies that you feel are important to the profession or career-field (represented by your organization) that have not been previously listed in this evaluation? If so, please list these skills below and assess the intern accordingly.

1. 1 2 3 4

2. 1 2 3 4

**K. Comments:**

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## TEMPLATE: INTERN EVALUATION OF INTERNSHIP \*

Please respond to the following questions regarding your internship experience and site. The purpose of this form is to provide opportunity for frank appraisal of the internship location.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Location: \_\_\_\_\_

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

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

### Site

Physical environment was safe 1 2 3 4

An orientation was provided by the organization 1 2 3 4

Adequate resources were available to accomplish projects 1 2 3 4

Co-workers were accepting and helpful 1 2 3 4

### Supervisor

Supervisor provided a clear job description 1 2 3 4

Regular feedback was provided on my progress and abilities 1 2 3 4

An effort was made to make it a learning experience for me 1 2 3 4

Supervisor provided levels of responsibility consistent with my abilities 1 2 3 4

Supervisor was supportive of the agreed-upon work days and hours 1 2 3 4

**Learning Experience**

Work experience related to my academic discipline and/or career goal	1	2	3	4
Opportunities were provided to develop my communication skills	1	2	3	4
Opportunities were provided to develop my interpersonal skills	1	2	3	4
Opportunities were provided to develop my creativity	1	2	3	4
Opportunities were provided to develop my problem-solving abilities	1	2	3	4
This experience has helped prepare me for the workplace	1	2	3	4
<b><u>Overall Value Rating for this Internship</u></b>	1	2	3	4

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

2. Would you work for this supervisor again?  Yes  No  Uncertain

3. Would you work for this organization again?  Yes  No  Uncertain

4. Would you recommend this organization to other students?  
 Yes  No  Uncertain

Why or why not?



## X. ADDITIONAL RESOURCES

If you are looking for a more complete resource—a full-fledged “turn key” solution to your internship program needs—be sure to see the Intern Toolkit available through Z University – [www.ZUniversity.org](http://www.ZUniversity.org)

National organizations can offer assistance as well as their regional and/or statewide affiliates. Below are three to check out.

### **Cooperative Education and Internship Association (CEIA)**

16 Santa Ana Place  
Walnut Creek, CA 94598  
Phone: 800-824-0449  
Web: [www.ceiainc.org](http://www.ceiainc.org)

### **National Association of Colleges and Employers (NACE)**

62 Highland Avenue  
Bethlehem, PA 18017-9085  
Phone: 800-544-5272  
Web: [www.naceweb.org](http://www.naceweb.org)

### **National Society for Experiential Education (NSEE)**

19 Mantua Road  
Mt. Royal, NJ 08096  
Phone: 856-423-3427  
Web: [www.nsee.org](http://www.nsee.org)

### **Sources and Footnotes**

*Unless otherwise noted, much of this information, including the templates, was adapted and edited from Starting and Maintaining a Quality Internship Program, by Michael True, director of the Internship Center at Messiah College, Grantham, PA, and sponsored by the Technology Council of Central Pennsylvania.*

1. *Adapted and edited from materials published by the National Society for Experiential Education*
2. *U.S. Department of Labor, Wage and Hours Division, [www.dol.gov/whd/regs/compliance/whdfs71.htm](http://www.dol.gov/whd/regs/compliance/whdfs71.htm)*
3. *Adapted from a web article by Rochelle Kaplan, General Counsel for NACE. Reprinted with NACE permission. For more information on these and other legal issues related to hiring, visit [www.naceweb.org](http://www.naceweb.org).*