Employer Internship Guide
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INTERNSHIP BASICS

Boston University and the Center for Career Development (CCD) staff encourage internships as one way for students to explore possible career paths and gain educational experience in a specific field or industry. Internships are beneficial throughout a student’s college journey and often help them make key decisions about their professional future. The CCD supports BU students as they navigate all aspects of career development and supports employers as they recruit for internships and jobs.

We hope that this guide will serve as a resource for your HR department and/or the department that will oversee your internship program. In addition, we recommend sharing this guide with the internship supervisor to provide information on orientations, supervision, and trainings.

As a respected resource for career services professionals and employers, the CCD adheres to guidelines set forth by the National Association of Colleges and Employers (NACE), referenced throughout this guide. NACE is a leading source of information related to the career development, recruitment, and hiring of college students. For more information, visit NACE’s website: naceweb.org.

DEFINITION OF AN INTERNSHIP

An internship is an opportunity for students to have supervised, educational and practical experience in a career field of interest, as well as to expand industry knowledge and build skills. Unlike volunteering or part-time jobs, internships include intentional mentoring, networking, and skill development, as well as opportunities to learn more about a specific field. Internships can take various forms—part- or full-time, paid or unpaid—are usually two to six months in duration, and are generally one-time experiences.

Please take the following criteria into consideration as your organization creates an internship program:

• An internship should have a detailed position description as well as set beginning and end dates.
• A professional staff member with expertise in the field should supervise the intern.
• An intern should have well-defined learning objectives, which are related to his/her academic and professional goals.
• The supervisor should provide regular feedback to enhance the intern’s learning objectives.
• The organization should provide resources, equipment, and facilities that support the intern’s learning objectives/goals.
• The skills gained during an internship should be transferable to other work settings.

BENEFITS OF AN INTERNSHIP

Both employers and students benefit from internships. Employers have the opportunity to train and supervise, while students are able to complement their academic coursework with an experiential learning opportunity.

HOW DO EMPLOYERS BENEFIT FROM INTERNSHIPS?

Interns add value to an organization in a variety of ways, including:

• Access to enthusiastic, innovative, and highly motivated pre-professionals who contribute fresh perspectives and new ideas
• A chance to provide professional context for students’ academic course knowledge
• A proven, cost-effective way to recruit and evaluate potential full-time employees
• A professional development opportunity for staff to supervise and mentor others
• Increased diversity in the workplace
• The satisfaction of helping students progress in their personal and career development
• Development of relationships with colleges/universities and increased visibility of their organization on
Free advertising, as the intern will inevitably talk about his/her experience; the CCD offers opportunities for students to share their internship experiences, such as internship stories (bu.edu/careers/about-us/news/internship-series/) featured on the CCD website and the annual Summer Experience Showcase.

**HOW DO STUDENTS BENEFIT FROM INTERNSHIPS?**

Internships allow students to explore career options and develop transferable, career-related skills and knowledge, as well as complement their academic studies with first-hand, professional experiences. During an internship, students will:

- Apply classroom knowledge and learning to a workplace experience
- Learn directly from experienced professionals
- Refine academic interests and long-term career goals
- Network and develop professional contacts, mentors, and references

**COMPENSATION**

Internships, whether paid or unpaid, can provide an opportunity for students to acquire industry experience and develop skills. It is important to ensure that the internship provides a place for the intern to learn and connect their classroom knowledge to the workplace, with the intern being the primary beneficiary during the experience.

The standards regarding internship compensation have and continue to change as they are debated in the court system. Boston University Center for Career Development does not provide legal advice. Employers interested in providing internships for Boston University students are encouraged to consult with their own advisors regarding compliance with current compensation standards. We encourage you to review the following information provided by NACE:

**NACE Position Statement on U.S. Internships:**
naceweb.org/connections/advocacy/internship_position_paper/

**NACE: Appeals Court Vacates Ruling in Unpaid Internship Case:**
naceweb.org/internships/legal-ruling-unpaid-internships-learning-experience.aspx

*Please note that the CCD reserves the right to reject any internship or job posting on BU CareerLink.*

**PAID INTERNSHIPS**

When determining wages for an internship program, many employers use the salary they pay an entry-level employee as a starting point. Intern pay rates vary based on the student’s experience and the internship’s functional area.

Interns who are paid may be more focused because they may not have to seek alternative sources of income to support themselves during the internship.

For more information, refer to NACE’s recommendations for setting intern salaries: naceweb.org/s01102013/intern-salaries.aspx.


**UNPAID INTERNSHIPS**

Not all organizations are able to pay interns and instead host unpaid internships. If this is the case, it is important to understand that unpaid internships are not a feasible option for all students. Consider the following when planning to offer unpaid internships:
• **Hours:** Students may need to find a part-time, paid position to help meet their financial needs. This may be a challenge if the unpaid internship is full time or if the hours are not flexible.

• **Non-monetary Benefits:** Consider offering non-monetary benefits, such as opportunities for professional development as well as assistance with housing, transportation, and/or meals. Housing and transportation stipends may be particularly attractive to candidates if they would have to relocate for the internship.

**ACADEMIC CREDIT**

Boston University does not currently have a University-wide policy regarding internships for academic credit. The various schools and colleges determine their own policies. It is the student's responsibility to work with his/her school or college when pursuing academic credit for an internship.

Academic credit is not considered a form of internship compensation. Employers should not rely on Boston University's decision to grant academic credit when determining to host a paid or unpaid internship.
HOW TO DEVELOP AN INTERNSHIP PROGRAM

As you develop and implement an internship program, preparation and structure will help position you for success. Whether you have only one intern or several, a structured internship program is an important part of establishing a meaningful experience for all parties.

SET GOALS AND CREATE A PLAN

Identify what your organization hopes to achieve from an internship program. Goals and expectations should be clearly outlined for the intern, supervisor, and organization prior to the recruiting process.

QUESTIONS TO CONSIDER

- **How many interns does your organization need?** If there will be several interns, will they work on a team or have the opportunity to connect and share their experiences?
- **Will the intern be compensated?** Wages vary widely from field to field; be sure yours are competitive and in compliance with the U.S. Department of Labor’s Fair Labor Standards Act (see the compensation section for more details).
- **Is there a dedicated work area for the intern?** In order for the intern to be successful, he/she must have all of the necessary tools to complete the job (e.g., desk, chair, phone, computer, etc.) as well as access to any needed systems.
- **What will the intern’s time commitment be?** If it is a part-time internship, how flexible will the work schedule be?
- **What sort of academic background and experience do you want in an intern?** Identify the qualities and skills that are most important.
- **Who will supervise the intern?** In addition to identifying this individual, determine the type of supervision the intern will receive, including frequency of meetings and opportunities for evaluation and feedback. The supervisor should be a professional staff member with expertise and educational and/or professional background in the field. We recommend that the supervisor be on-site and easily accessible.
- **What will the intern’s responsibilities entail?** Be as specific as possible when outlining projects that can be realistically accomplished during the course of the internship.
- **Will the intern be assigned to one department or rotate through several?** If the internship is rotating, make sure that projects can be completed.
- **Are there professional development opportunities that support the intern’s learning objectives?** These could include attending staff and professional association meetings, seminars, training sessions, executive lunches, social programs, networking events, and more.

WRITE THE POSITION DESCRIPTION(S)

A detailed position description provides students with a better understanding of what the position entails. Students are then able to see whether the internship is of interest and if it would be a good fit.

Start by establishing a preliminary list of activities that will fit the needs of your organization. A detailed description of tasks will help career center staff promote the internship and help you to screen the right candidates. When you select an intern to join your team, we suggest that you review the planned responsibilities and modify them according to the intern's existing knowledge and individual internship learning goals.
INTERNSHIP POSTING TIPS

Your internship position description should be both accurate and appealing. Here are some tips on how to write an effective description that encourages students to apply. Please see the Appendix for a sample position description.

• Title
  • The title should accurately reflect the work that the intern will perform.
  • Add a descriptive word to a more general title. Example: “marketing intern”

• Summary
  • Start with a brief overview or summary of the internship’s main responsibilities. Keep this short and to the point: one to three sentences.
  • List all of the essential functions of the internship. Begin each responsibility with a present tense action verb. Be as specific as possible. Examples: “research social media trends” or “monitor and respond to software problems”
  • Indicate how frequently a task will be performed or what percentage of time it requires. This helps applicants form an idea of what a typical day may look like.
  • Include a description of the skills the student may develop during the internship. Example: “develop effective peer counseling skills”

• Skills and Qualifications
  • List all qualifications, both mandatory and preferred.
  • Include a desired year in school, majors/minors, or specific courses. We encourage organizations to think broadly about the skills and qualifications listed. For example, if you are looking for students majoring in finance or accounting, consider opening the position up to students majoring in economics or math.

• Organization Overview
  • Describe your organization’s mission and goals.
  • Add interesting facts or useful information about your organization that would catch a student’s attention. This can include information on the organization’s history, work culture, awards, and more.

• Location and Travel
  • Include details on where the position is located.
  • If travel is required, note the location(s), time period, and purpose.

• Compensation
  • Indicate how the student will be compensated—this may include non-monetary benefits (e.g., free/discounted room and board, opportunities for professional development, commuting expenses, etc.).
  • If the internship is unpaid, this should be clearly stated in the position description.

• Format and Deadlines
  • Use bullet points when possible to make the description easier to read.
  • Include an application deadline to encourage candidates to apply in a timely manner.

RECRUITMENT AND SELECTION

We suggest that you begin recruiting for your internship program at least three to four months before the internship start date. The longer you accept applications, the better your chance of finding the best candidates for the internship. The sooner you secure an intern, the longer you have to form a good working relationship.
THE INTERVIEW

It is important to select an intern just as carefully as you select permanent employees. The interview is vital to identifying and selecting the right person for the position. Conducting multiple interviews can give you more time to determine whether someone is a good fit.

There are many ways to conduct interviews, including by phone and in person. On-campus interviews provide employers with a professional setting to interview BU students and alumni. They are convenient for students who have busy schedules, enabling them to engage with employers in a space that is familiar and easily accessible. On-site interviews are valuable because candidates are able to see the work environment, gain a better understanding of the organizational culture, and meet other staff members.

During the interview process, be honest with candidates about what they can expect during the internship. Ensure that they clearly understand the goals and expectations of the internship program so they are well informed.

THE OFFER

When you have selected an intern and are ready to make an offer, we recommend that you notify the student by sending an offer letter. This should include:

- Dates/duration of the internship
- Compensation
- Offer deadline
- Contact information

Both students and employers benefit by establishing reasonable offer deadlines. When determining a deadline, give the student ample time to thoroughly evaluate the offer, have questions answered, and gain additional information. Offer deadlines will vary depending on the industry, the student’s prior experience with the employer, and offer timing.

You should avoid placing unnecessary pressure on the student. Pressure can come not only from a quick offer deadline, but also from the use of financial incentives (e.g., signing bonuses, increased salary, and so forth), which encourage early acceptance. Although both students and employers benefit through prompt communication, it can also increase the sense of urgency and shorten the time students have to make well-informed decisions.

For more information on making an internship offer, we recommend that you review NACE’s guidelines for reasonable offer deadlines: naceweb.org/principles/reasonable_offer.htm.

ORIENTATION AND TRAINING

An intentional, well-designed orientation and ongoing training will help to clarify goals and learning objectives, provide the intern with information about the organization, and better position him/her for a successful internship.

PRIOR TO THE FIRST DAY

- Establish an organized workspace for the intern.
- Set up equipment and any technical resources, such as a phone, voicemail, computer, email, Internet access, and more.
- Outline the expectations for the internship. Expectations may be modified based on the intern’s knowledge and learning goals.
- Prepare any forms to be signed.
- If this has not already been done, identify the intern’s supervisor.
- Brief your staff on the intern’s impending arrival and primary role.
FIRST DAY/ORIENTATION

Once the intern starts, orient him/her to the workplace by providing an overview of your organization, making introductions to staff members, discussing learning objectives and responsibilities, and giving a tour of the facility. Below are additional topics (with associated questions) to address during orientation:

- **The Mission of the Organization**
  - What is the history of the organization?
  - What is unique about your products or services?
  - Who benefits from your products or services?
  - What are the organization’s current objectives?
  - How may the intern contribute to those objectives?

- **The Structure of the Organization**
  - Who reports to whom?
  - What are the responsibilities of the intern’s department?
  - How are decisions made?
  - Which personnel can answer different kinds of questions?

- **Rules, Policies, Decorum, and Expectations**
  - Are there policies and/or expectations regarding personal use of cell phones, computers, and social media during the workday?
  - Is there any industry- or organization-specific terminology the intern should know?
  - What are the specific work standards and procedures?
  - What access does the intern have to the supervisor (days, times, and duration)?
  - How do the email and telephone systems work?
  - What are the safety regulations for interns?
  - Is there a procedure for receiving approval on completed work?
  - What forms or reports need to be completed (if any)?
  - What local, state, and/or federal guidelines or laws apply to the intern’s work?
  - What security or confidentiality issues does the intern need to know?
  - Is there an office dress code? What does it entail?
  - How should the intern maintain his/her work area?

- **The Intern’s Responsibilities**
  - What is the intern’s role?
  - What projects will be assigned to the intern?
  - What resources are available for the intern?
  - What training is necessary?
  - What tasks can be completed without supervisory approval?

ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Educational and professional development opportunities support the intern’s learning objectives and complement his/her work responsibilities.

- Give the intern materials about the organization to read such as newsletters, annual reports, an organizational chart, or organization-wide memos from the CEO.
- Encourage the intern to spend breaks and lunches in places where employees gather.
- Give the intern opportunities to observe (or participate in) professional meetings.
• Allow the intern to conduct informational interviews or connect with other employees. Encourage the intern to observe others at work and to schedule meetings for job shadowing experiences.
• Allow the intern to attend professional association meetings or conferences, if feasible.

SUPERVISION
It is important for the internship supervisor to establish a relationship with the intern early as this often sets a crucial tone for the experience. The intern will look to the internship supervisor as a mentor who will assist his/her transition from the classroom to the work environment. A great internship supervisor should be able to support the intern by:
• Providing leadership
• Motivating the intern to complete tasks
• Delegating tasks and projects effectively
• Communicating well
• Developing and training the intern
• Evaluating his/her progress

LEARNING AGREEMENT
At the start of the internship, it is important to take time to discuss goals, objectives, and an action plan for the internship. We recommend that the supervisor and the intern complete a learning agreement that details the intern’s responsibilities and learning objectives. This can be referenced throughout the internship and throughout the evaluation process. In addition, this learning agreement helps the student set clear goals for the internship and helps them to keep track of what they will accomplish throughout their experience.

Please see the Appendix for a sample learning agreement form.

EXPLAIN PROJECTS AND PROVIDE FREQUENT FEEDBACK
When the supervisor assigns work, make sure there is a detailed explanation. While the project may seem clear to the supervisor, it may not be obvious to someone who’s never done it before. The extra time spent at the beginning will pay off later when the intern can produce good work independently.

We suggest that the supervisor meet with the intern regularly to provide feedback concerning his/her performance. During these meetings, the intern can:
• Report on the status of a project
• Ask questions
• Participate in an evaluation of his/her strengths
• Discuss areas needing growth and development
• Get a sense of the kind of work that lies ahead

At the same time the supervisor will have an opportunity to coach, counsel, and reinforce positive attitudes and performance.

GET TO KNOW THE INTERN’S WORK STYLE
Throughout the internship experience, the internship supervisor will become familiar with the intern’s work style, as well as his/her strengths and weaknesses. The supervisor should:
• Utilize the intern’s strengths by assigning projects that align well
• Assign projects that are challenging and that require the intern to build new skills
• Pay attention to the intern’s behavior from the beginning of the experience; this makes it easier to address any problems or bad habits early
• Recognize changes in the intern’s behavior; behavioral changes may be a sign that the intern is
experiencing problems in the internship. For example, he/she may be juggling too many responsibilities or may have hit an obstacle with a project, but may be hesitant to voice his/her concerns.

• Maintain an open channel of communication and address any concerns in a timely fashion

EVALUATE THE INTERN’S PROGRESS

Evaluation is an important component of the internship and should happen throughout the experience to help avoid common problems, including miscommunication, misunderstanding of roles and tasks, and lack of specific goals and objectives.

• The first evaluation should be scheduled within the first few weeks of the internship. This will help the supervisor determine whether the intern’s orientation and training were sufficient, or if there are any lingering questions. This also provides an opportunity to address any concerns and to ensure that the goals and expectations are clear. The supervisor should consider the quality and timeliness of the work produced to date, the intern’s ability to follow directions, work habits, and areas needing growth and development. The learning agreement can be referenced during this time to ensure that the intern is working towards their assigned objectives and goals.

• The second evaluation should occur at the midpoint in the internship. This is an opportunity to assess the intern’s progress towards assigned goals and to determine what resources are necessary to complete assignments.

• A final evaluation should occur during the final week of the internship. This is an opportunity to measure the intern’s impact on the organization and determine if the organization’s needs were met. Reflecting on the internship helps the intern to identify his/her strengths and areas for growth. The supervisor should encourage the intern to be honest about his/her experience, as this will help to determine the value of the work for future interns. In order to measure the program’s success, the supervisor should refer to the learning agreement and the stated program goals.

Please see the Appendix for a sample evaluation form.

BEFORE THE INTERN LEAVES

An appropriate off-boarding process provides closure and helps conclude the internship experience. Before the internship concludes, the supervisor should:

• Confirm the intern’s last day and notify staff members
• Encourage the intern to stay engaged and make the most of the remaining time
• Offer to be a reference for the intern (see Appendix for a sample reference letter)
• Suggest the intern conduct informational interviews with staff members, if he/she has yet to do so
• Ensure that the intern transfers any projects to the supervisor or another staff member
• Remind the intern to return any organizational property
• Ask the intern to leave his/her contact information
• Thank the intern for his/her efforts

Additionally, if the internship went favorably, the supervisor and/or HR may want to discuss future employment opportunities.
RESOURCES

WORKING WITH THE CENTER FOR CAREER DEVELOPMENT

The CCD assists organizations in meeting their recruiting needs. As a first step, employers are encouraged to post internships on BU CareerLink, our NACElink Network system powered by Symplicity. Additionally, campus recruiting activities help to connect students with employers and to broaden students’ awareness of available internships and jobs.

POSTING INTERNSHIPS ON BU CAREERLINK

Quickly and easily post internship (and job) opportunities via BU CareerLink. Employers can receive online applications directly through the system and find potential candidates through resume books.


CAMPUS RECRUITING ACTIVITIES

Campus recruiting activities connect employers with BU talent and increase the visibility of their organizations on campus. They can help employers to establish a stronger presence at BU, inform students about their organizations, recruit students for internship and job opportunities, and/or share industry knowledge. The CCD offers:

- Information Sessions
- Meet and Greets
- Employer-in-Residence
- Skills-Based Workshops
- Career Expos/Fairs
- On-Campus Interviews

Learn more about employer engagement opportunities: bu.edu/careers/for-employers/

Sign up with BU CareerLink: https://careers-bu-csm.symplicity.com/employers/

For questions or assistance, contact the employer relations team at bucareer@bu.edu or call 617-353-3590.

BU CENTER FOR CAREER DEVELOPMENT EMPLOYER POLICIES

We ask that all employers abide by the recruiting policies found on the CCD website. We have policies related to:

- BU CareerLink and Recruiting Activity
- Posting Unpaid Internship Opportunities
- Equal Opportunity/Affirmative Action

Learn more about the CCD’s recruiting policies: bu.edu/careers/for-employers/policies/

NACE PRINCIPLES FOR PROFESSIONAL PRACTICE FOR EMPLOYMENT PROFESSIONALS

BU adheres to NACE’s Principles for Professional Practice and requires that all individuals who participate in recruiting activities abide by these standards. The principles for employment professionals address topics such as making offers, serving alcohol, equal opportunity and affirmative action, recruitment activities through student associations or academic departments, and more.

For additional information, please see our website: bu.edu/careers/for-employers/policies/
ADDITIONAL BU CAREER CENTERS
In addition to the CCD, several of the University’s schools and colleges have a career center tailored to their student populations. Students in these schools and colleges are welcome to use the CCD as well as their own career office.

View a full list of additional BU career centers: bu.edu/careers/additional-boston-university-career-centers/

BU INTERNATIONAL STUDENTS & SCHOLARS OFFICE (ISSO)
You should consult your legal counsel and/or the BU International Students & Scholars Office (ISSO) if you have any questions or concerns regarding the recruitment of international students.

Learn more about ISSO: bu.edu/isso

PROFESSIONAL ASSOCIATIONS FOR INTERNSHIPS
National, member organizations can offer additional assistance for building a robust internship program. Below are a few that we recommend.

COOPERATIVE EDUCATION AND INTERNSHIP ASSOCIATION (CEIA)
CEIA provides professional development and resources to practitioners in the fields of cooperative education and internship program management.

- **Phone:** 513-793-2342
- **Web:** ceiainc.org

NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE)
NACE is a leading source of information related to the career development, recruitment, and hiring of college students.

- **Phone:** 800-544-5272
- **Web:** naceweb.org

NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION (NSEE)
NSEE is a nonprofit membership association of educators, businesses, and community leaders. NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide.

- **Phone:** 856-423-3427
- **Web:** nsee.org

SOURCES
Messiah College

University of Connecticut
http://career.uconn.edu/
APPENDIX I: SAMPLE POSITION DESCRIPTION

Below is a sample internship position description, following the guidelines and tips outlined above.

ORGANIZATION OVERVIEW
You Learn is a nonprofit organization that provides children and adolescents in Boston, MA with after-school tutoring, mentoring, and recreational programs. You Learn strives to contribute positively to the intellectual and social development of students. We want to be a valuable resource and partner for community members. You Learn was recognized as one of five nonprofit organizations to watch in the upcoming year by Trends Magazine.

SPECIAL EVENTS INTERN
The Special Events Intern will gain event planning experience at a growing nonprofit organization. The intern will be exposed to all aspects of the day-to-day operations at You Learn. The intern will be supervised by the Community Relations and Events Manager. The internship will take place at our Boston office, which is accessible by public transportation. The intern will work 20 hours per week during the summer.

RESPONSIBILITIES
The intern's responsibilities will include the following:

• Coordinate biweekly social programs for mentors and mentees
• Help plan our annual community event and open house; tasks include communication with various stakeholders (e.g., students, parents, mentors, community members) and creation of printed materials
• Draft event promotion plan
• Develop and hone communication skills in working with You Learn staff and various stakeholders

SKILLS AND QUALIFICATIONS

• Ability to maintain a high level of accuracy in work; attention to detail
• Strong communicator (both oral and written) with a positive attitude
• Organized individual who is able to manage both short-term and long-term projects
• Proficiency in MS Word, Excel, and PowerPoint
• Interest in event planning

COMPENSATION
The Special Events Intern is a paid position. The intern will also have opportunities for professional development, such as lunch with You Learn leadership.

APPLICATION PROCESS
To apply, please upload your resume and a cover letter to BU CareerLink detailing your interest in You Learn and relevant skills/experience and apply through the system by April 3, 2015.

For more information, please visit www.youlearn.org.
APPENDIX II: SAMPLE LEARNING AGREEMENT

Below is a sample learning agreement that you can use with your intern once he/she is on board. Use this learning agreement to set goals and to evaluate the intern’s performance in reaching those learning goals.

Learning Agreement

This agreement represents a joint effort between the intern and the internship supervisor to ensure a quality experiential learning opportunity.

STUDENT INFORMATION

Name

College/University

Class Year

Major(s)

Minor(s)

Email

Mobile #

INTERNERSHIP INFORMATION

Organization

Address

City

State

Zip Code

Country

Internship Title

Department

Start Date

Completion Date

Supervisor Name

Title

Email

Telephone #

Brief Description of the Intern’s Duties and Responsibilities

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
GOALS
What are the goals of the internship? What is the supervisor’s goal in having an intern? What is the intern’s goal in completing the internship?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

OBJECTIVES
What does the intern plan to learn? What skills or knowledge areas is the intern looking to improve? What skills or knowledge areas would the supervisor like the intern to develop? What does the intern expect to learn during the internship in terms of technical training, professional-skills training, and personal development that will help him/her achieve his/her short-, mid- and long-term goals? Please identify 3–4 specific skills the intern hopes to gain. The objectives should be specific and measurable and can be academic, professional, or personal.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

ACTION PLAN
How does the intern plan to achieve the objectives identified above? What actions or projects will the intern undertake to achieve these goals? What resources will the intern need and who can help?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
CORE COMPETENCIES & SKILLS TO BE EVALUATED BY THE INTERNSHIP SUPERVISOR

• Writing (learned or applied writing skills in a work setting)
• Social Interaction (worked cooperatively and effectively with others)
• Oral Communication (delivered presentations and/or expressed ideas in group settings)
• Research (developed research and/or information retrieval skills and gained knowledge of information sources)
• Quantitative (processed data or ideas and drew conclusions based on the information)
• Problem Solving (defined, analyzed, and suggested solutions to problems)
• Ethical Impact (gained exposure to the complexity of ethical decisions in the workplace)

SIGNATURES

This document establishes an agreement between the intern and the internship supervisor for the duration of the time indicated.

The intern agrees to fulfill the duties and responsibilities as outlined by the supervisor.

The internship supervisor agrees to provide the intern with training, supervision, and evaluation necessary for relevant experiential learning. Your signature below signifies your understanding of—and compliance with—these responsibilities.

Intern Signature

Intern Name (printed)

Supervisor Signature

Supervisor Name (printed)
APPENDIX III: SAMPLE REFERENCE LETTER

Below is a sample reference letter. We strongly recommend that supervisors act as references for interns upon completion of their internship (if their work was satisfactory).

March 9, 2015
Ms. Susan Smith
Human Resource Director
Great Ads
6262 Anywhere Street
Somewhere, MA 07665

Dear Ms. Smith:

I had the pleasure of working directly with Thomas Thompson during his time as a Marketing & Communications Intern at East Arbor. Thomas was primarily responsible for drafting social media content, brainstorming potential social campaigns, monitoring conversation on social channels, and analyzing data to inform future efforts. Thomas performed his responsibilities with the utmost competence.

Thomas's strong verbal and written communications skills allowed him to relay information in a clear and coherent manner. He established good relationships with his colleagues and developed strong interpersonal skills that were unanimously praised by colleagues.

Thomas took advantage of professional development opportunities, which furthered his understanding of and interest in the industry. Thomas displayed his ability to apply what he learned in his courses by creating social media content that aligned with East Arbor’s social media strategy.

He clearly has the interest and ability to excel in this field. Therefore, I highly recommend him without reservation. If you need any further information about Thomas, please do not hesitate to contact me.

Sincerely,

Emily Gotepils
Director of Recruiting
East Arbor
721 West Anywhere Street
New York, NY 10021
email@college.edu
212-580-5888
APPENDIX IV: SAMPLE EVALUATION

Supervisor Evaluation of Intern

Below is a sample evaluation that the internship supervisor can use at the conclusion of the internship.

INTERNSHIP

<table>
<thead>
<tr>
<th>Semester (circle one)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Year</th>
</tr>
</thead>
</table>

Intern

Organization

Supervisor

Please evaluate the intern’s performance, level of professionalism, and the development of knowledge and skills during the internship experience. Supervisors are asked to share this evaluation with the intern.

SECTION 1: ATTRIBUTES & PERSONAL CHARACTERISTICS

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability To Learn</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Attitude Regarding Internship Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Professionalism</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quantity of Work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Interpersonal Relationships</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability To Take Direction</td>
<td></td>
<td></td>
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<tr>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Regular</th>
<th>Inconsistent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Consistently Professional</th>
<th>Needs Improvement</th>
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</thead>
</table>

Comments

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### SECTION 2: CORE COMPETENCIES & SKILLS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned or applied writing skills in a work setting</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Social Interaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively and effectively with others</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Delivered presentations and/or expressed ideas in group settings</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed research and/or information retrieval skills and gained knowledge of information sources</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Quantitative</strong></td>
<td></td>
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<tr>
<td>Processed data or ideas and drew conclusions based on the information</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Defined, analyzed, and suggested solutions to problems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Ethical Impact</strong></td>
<td></td>
<td></td>
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<tr>
<td>Gained an understanding of ethical implications in the workplace</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

This report has been discussed with the student.  

Yes  ○  No  ○

Comments

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Supervisor Signature  Date

Intern Signature  Date