



# DEVELOPING TOMORROW'S TALENT Internship Toolkit

# PURPOSE: AN INTERNSHIP TOOLKIT TO HELP ORGANIZATIONS DEVELOP TOMORROW'S TALENT

The number one resource every company needs is great talent. In Broward County, there are many options for local companies to grow and sustain the talent pipeline.

HAI

This toolkit offers all the steps needed to plan and execute an exceptionally high quality internship program that will bridge the skills gap and develop tomorrow's talent.



**Gregory Adam Haile, Esq.** Broward College President

### **To Our Valued Community Members**

The South Florida business climate is experiencing both exciting growth and rapid evolution. Traditional markets are expanding, with new revenue streams and resources becoming available through international and virtual client opportunities. These opportunities come with a higher demand for advanced labor market skills in emerging technologies.

At Broward College, evolving employer requirements are under constant consideration as we adjust our curricula to meet the growing workforce needs. With the Florida 2030 report projecting growth in information technology/cybersecurity, healthcare, environmental science, and aviation/aerospace, the College has added in-demand degrees in STEM, Transportation, and Business. Another Broward College strategy is to embed technical certificates within our degree programs, helping students get certified even before they complete their studies.

To address these changes, employers will need access to a talent pipeline which is strategic and deliberate. Internships provide employers access to the next pool of talent. The quality of our programs and the training we provide are strengthened by our partnership with the business community to offer internship and on-the-job training. This ensures that students who are first generation, non-traditional, and from underserved communities not only succeed academically, but also thrive in their field of employment and provide immediate value to their employers.

By investing in our future today, the South Florida business community can take full advantage of all the opportunities this rapidly evolving business climate offers, while minimizing challenges and empowering our local workforce. In collaboration with the Broward Workshop, CareerSource Broward, the Greater Fort Lauderdale Alliance, and other post-secondary educational institutions, Broward College has developed this toolkit to offer businesses a step-by-step guide for implementing a best-in-class internship program.

Broward College looks forward to partnering with you as we build our future together. Please contact our team at (954) 201-7547 to learn more about the Broward College internship program and get started today. Sincerely,

# Table of Contents

What is an Internship	6
5 Steps to Implementing an Internship Program	7
Assess & Establish Goals for the Internship Program	8
How to Develop the Internship Opportunity	9
Internship Position Questionnaire	10
Internship Job Description	11
How to Recruit an Intern	12
Managing Interns	13
Managing Millennials	14
Evaluations	15
Sample Evalutation Forms	16
Things Employers Need to Know	20
Frequently Asked Questions	23
Sample Topics and Internship Schedule	24
Sample Orientation Checklist	25
Sample Internship Agreement	26
Sample Intern Confidentiality Agreement	29
Career Centers and Internship Resources	30
Additional Resources and Internship Partners	31

# WHAT IS AN INTERNSHIP?

A **high-quality internship** is a **paid, pre-professional** learning experience which offers meaningful, practical work experience related to a student's field of study or career interest and a chance to learn new skills.



Research shows that 85 percent of companies use internships and similar experiential education programs to recruit for their full-time workforce.

\*Source: career-advice.monster.com

#### What are the benefits?

# For Employers

Internships help build relationships with specific schools and career centers to create a pipeline of skilled talent for future recruitment.

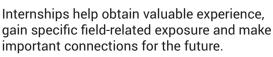
Internships extend the interview process and evaluate skills, work ethic and assimilation into the culture.

Internships are an excellent way for employers to give back to the communities they service by allowing experienced professionals the ability to share their skills and cultivate the next generation of leaders in their field.

Internships are a great way to test drive talent and increase employee retention rates.

### For Students

Internships provide an opportunity to discover whether a career path or field of study is a match.



Internships help students develop the soft skills necessary for success in today's work environment.



Internships offer an opportunity for summer income.

Most importantly, an internship can lead to a full-time position.



6



The skills gap is a serious problem in today's job market. Businesses lose **\$14,000** on average for every job that stays vacant for three months or longer.

\*Source: careerbuilder.com



Assess & establish goals for the internship program

Develop the internship opportunity

Recruit a qualified intern(s)

Manage the intern(s)

Conduct exit interviews and follow-up





# ASSESS & ESTABLISH GOALS FOR THE INTERNSHIP PROGRAM

- 1. Do you have difficulty finding qualified new employees?
- 2. Does your organization require skills or talents that are typically not learned in the classroom, such as:
  - Software or hardware skills
  - Research or process skills
  - Client or customer interaction
- 3. Do you have new company initiatives that would be a good fit for an intern?
- 4. Will existing resources, equipment, and accommodations be sufficient for the intern?
  - Do you have available workspace and parking?
  - Will you need to purchase software or equipment?
- 5. Do you have appropriate personnel to oversee interns?
  - Depending upon the type and size of the business, interns may report directly to the owner, manager, or to another individual in the organization
  - For more than two interns, consider assigning an intern coordinator to manage activities
  - Each intern will report to their individual supervisor or mentor

#### **Paid Internships**

Compensation offered is influenced by many factors including industry, workforce needs and other company-specific criteria. Practical considerations weigh heavily in favor of providing paid internships including:

- Employers are encouraged to compensate interns fairly.
- An internship should be viewed as a valuable investment in building a pipeline of talented, young professionals.
- Paid internships result in more beneficial work production than course credit based internships.
- Offering paid internships will help make the organization more competitive and aid in attracting a broad pool of high quality candidates.
- Pay makes it easier to place expectations on, and require specific deliverables, from interns.
- Interns classified as employees, according to the Fair Labor Standards Act, must be paid at least minimum wage.

#### **Course Credit**

Varying stipulations apply to offering academic credit. Each school has individual requirements for employers regarding course credit. Employers should contact the career center offices at the institution in question to determine internship requirements and assistance. (see page 26 for contact information)



# HOW TO DEVELOP THE INTERNSHIP OPPORTUNITY

Every intern position needs a job profile. A good job profile outlines responsibilities, qualifications, system of support, accountability, and how to measure successful performance. All positions should tie directly to the mission and objectives of the organization.

- 1. What are some of the intern's daily duties? Every intern should be provided with a list of basic duties.
- 2. Is there a special project the intern will be asked to work on?

It is important for interns to understand and participate in the day-to-day operation of the organization, but when the opportunity is available, the employer should create a "special project" that is relevant and can be accomplished during the internship. Employers should seek projects which use the talent, skills and enthusiasm of the intern such as research projects or in-depth analysis regular employees may not have time to tackle.

3. What skills or level of education will be required?

The employer will determine the criteria necessary to perform the job duties, including course requirements, grade-point average and preferred majors.

#### 4. Who will supervise/mentor the intern?

Choose someone who can provide daily guidance and support to manage the intern.

# 5. How will the intern interact with other employees?

The internship should allow students to get an understanding of the organization's operations. Interaction enhances both the intern and the employee experience.

6. How will the intern performance be evaluated?

A midpoint and end-of-internship review is important for the student to learn from their experience. If the student is receiving course credit, ask if the college/ university requires a specific review form.

# 7. How much time will the intern be expected to work per week?

It is important to set clear expectations. Will the intern work during a semester or the summer? Will they work during the regular work day, or after hours?

8. What will the intern be required to wear? Provide specific details on acceptable dress in your organization (e.g. no jeans, shorts, tank tops, etc.).





## SAMPLE INTERNSHIP POSITION QUESTIONNAIRE

# Interested in implementing an internship program? This form will aid in creating the job profile for each area or department.

Prospective Intern:				
Phone Number:	_ Email:			
Major:				
School year:				
G.P.A:				
Please rate on a 3 point scale where: 1 = Not important; 2 = Somewhat important; 3 = Extremely important				
Importance of Candidate Skills/Qualities:				
Strong Communication Skills	1 🗆	2 🗆	3 🗆	
Research & Analytical Skills	1 🗆	2 🗆	3 🗆	
Computer Skills	1 🗆	2 🗆	3 🗆	
Adaptability & Flexibility	1 🗆	2 🗆	3 🗆	
Problem Solving/Thinking/Creativity	1 🗆	2 🗆	3 🗆	
Teamwork	1 🗆	2 🗆	3 🗆	
Planning & Organizing	1 🗆	2 🗆	3 🗆	
Analyzing Quantitative Data	1 🗆	2 🗆	3 🗆	
Decision Making	1 🗆	2 🗆	3 🗆	



2 🗆

2 🗆

1 🗆

1 🗆

3 □

3 □

**Comments:** 

Ability to Sell or Influence Others

Leadership

### PARTS OF A JOB DESCRIPTION

Brief organization overview or business background	Description of the internship position and expected duties	Benefits to student (on-the-job training, free parking, admission to events, networking opportunities, etc.)	Required qualifications, skills, course work or level of education
Start date and length of the internship	Daily/weekly time commitment required for the internship	Compensation and whether college credit will be offered	Application procedure (e-mail, online application, mail, fax, etc.)

### Sample Intern Job Posting

•

Position: PC Support Analyst Intern Organization: ABC Company Department: Information Systems Cycle: School year Start Date: 07/01/2017 Time Requirements: Part time 15-20 hours/week Major(s) Requested: Computer Science/Information Systems GPA Desired: 2.5 or higher Number of Openings: 1

Job Description:

- · Responds in a timely and courteous manner to help desk calls from end-users with software and hardware questions
- · Provides support for office products such as email, electronic calendaring, word processing, and spreadsheets
- Performs hardware and software installations
- Performs routine maintenance on PCs and peripherals
- · Goes to end-users' desks and provides tutoring for PC applications such as Microsoft Office Suite

#### **Qualifications:**

- Knowledge of Microsoft Office Suite is preferred
- Familiarity with PCs and Macintosh preferred
- Must have own transportation
- · Student will complete program of study within one year of internship

#### **Application Procedure:**

Please forward resume to: Contact Title Company name | Company address Phone number | Fax number Email address



Date: 05/02/2017 Location: Fort Lauderdale, FL Salary: \$10/hour

# **HOW TO RECRUIT AN INTERN**

	Career/Internship Fairs
	Campuses host career fairs multiple times throughout the year. Career fairs are great ways to meet potential candidates face-to-face, review résumés, and hold on-site interviews. The cost for employers to attend varies for each institution. The benefits of pre-screening and even hiring multiple qualified candidates returns a positive ROI.
	Information Sessions
(l)	Presenting on-campus is a convenient way for students to learn about your organization's internship and full-time positions. Info sessions provide the opportunity to introduce students to your organization, expose them to your brand, and inform them of open positions.
	Social Media
	Social media and instant messaging have changed the way students communicate and search for jobs. Inboxes are inundated and traditional recruiter emails can be overlooked. Leveraging online platforms like Twitter and LinkedIn is imperative for recruiting students.
	Career Centers
	An effective way to connect with potential student interns is to work directly with career services offices at colleges and universities. <b>CareerSource Broward</b> is an excellent resource for recruitment, and offers employers services free of charge. To post internship opportunities, visit: <i>www.employflorida.com</i>



# **MANAGING INTERNS**

How interns are managed, monitored, and evaluated is unique to each company or organization. Establishing the job profile, expectations, guidelines for appropriate workplace behavior, attire and framework for communication throughout the process are important for a successful internship program.

#### **Intern Orientation**

It is very important that interns be warmly welcomed and introduced throughout the organization, just like a new employee.

An orientation provides the opportunity for:

- The employer to reinforce expectations
- The intern to ask questions
- The goals of the internship to be clearly established
- Review of company dress code and other policies

#### **Intern Supervision**

Supervision is an important component of any internship. Feedback begins the first day and continues throughout the length of the internship.

The supervisor, mentor, or project team should review what is working and what improvements need to be made by discussing the following:

- Performance based on the job description
- Any additional training required
- Review of expectations

Feedback should be an ongoing formal process and conducted more frequently with interns. Suggested weekly review points include:

- Did you complete the action items assigned?
- Do you have any questions that came about as a result of this assignment?
- Ask and provide feedback to intern.
- Review next week's assignments and due dates and make sure the intern has proper training for the new assignments.

#### **Dress Code**

An organization's dress code can be one of the biggest sources of misunderstanding and conflict for young people entering the corporate world. Dress codes are a key component of each organization's culture and can be one of many ways an intern learns what is acceptable in the workplace. Provide specific guidelines for your interns during the interview or orientation process

#### **Mentorship for Interns**

The use of mentors can provide an invaluable resource throughout the internship. Mentorships contribute to intern motivation and performance and enable interns to acclimate more quickly to organizational culture.

Methods to engage mentors with interns:

- Introduce interns to co-workers and key contacts within the organization.
- Utilize the "buddy system". New interns benefit from peer mentors who can supplement formal training and accelerate their productivity and sense of belonging.
- Provide shadowing time for interns to observe how to manage time, people and resources.
- Include interns in staff meetings and related professional activities when possible.

Mentors must commit sufficient time to share their knowledge, teach skills and assist the intern in becoming part of the team. They also should have an interest in facilitating professional development. Strong mentors are typically good listeners who provide honest feedback, try to understand interns' strengths and weaknesses and are concerned with professional and personal growth. Mentors serve as sounding boards and provide coaching and support.



# **MANAGING MILLENNIALS**

People from varying generations have different personal and lifestyle characteristics which may determine how they respond to a particular management style. Consider creating an internship model based on the millennial generation's characteristics before meeting intern(s) for orientation:

- Provide leadership guidance
- Encourage their "can-do" attitude and positive self-image
- Encourage them to join teams
- Embrace their interest in challenges
- Accept millennials will multi-task
- Capitalize on their knowledge of technology
- Provide opportunities for networking
- Provide a work-life balance through flexible scheduling
- Provide a fun, employee-centered workplace

#### Veterans (1922-1945)

Core Values	Respect For Authority Conformity Discipline
Family	Traditional   Nuclear
Education	A Dream
Communication	Rotary Phones One-On-One Memo Writing
Money	Put It Away   Pay Cash

#### Baby Boomers (1946-1964)

Core Values	Optimism   Involvement
Family	Disintegrating
Education	A Birthright
Communication	Touch Tone Phones Call Anytime
Money	Buy Now   Pay Later

#### Gen X (1965-1980)

Core Values	Skepticism Fun   Informality
Family	Latch-Key Kids
Education	A Way To Get There
Communication	Cell Phones Call Me At Work
Money	Cautious   Conservative

#### Gen Y/Millennial (1981-2000)

Core Values	Realism   Confidence Extreme Fun   Social
Family	Merged Families
Education	An Incredible Expense
Communication	Cell Phones   Texting E-Mail   Social Media
Money	Earn To Spend

\*Source: Intern Today, Employee Tomorrow



# EVALUATIONS \_\_\_\_\_

An effective evaluation will focus on initial learning objectives identified at the start of the internship. Supervisors should take time to evaluate both positive accomplishments and areas for improvement:

#### **Regular Meetings**

Provide regular check-in meetings to discuss status on a project, answer questions, discuss performance, etc.

#### **Final Evaluation**

As the internship comes to an end, a final evaluation offers an opportunity to discuss overall performance, accomplishments and opportunities for full-time positions with the company.

#### **Exit Interviews**

This best practice offers direct insight on ways to improve the program going forward.

#### **Intern Program Evaluation**

In addition to evaluating individual interns, companies with multiple interns may want to review the effectiveness of the program overall by comparing the following:

### Applicants vs. Interviews = Effective Candidate Identification

• The difference between those who apply and those the company determines are the best fit for an interview.

#### Interviews vs. Offers = Effective Candidate Screening

• The difference between those who interview and those who are offered jobs.

#### Offers vs. Accepted Offers = Market Competition

 The difference between those who are offered positions and those who accept jobs.

#### Cost per Hire = Worth Company Investment

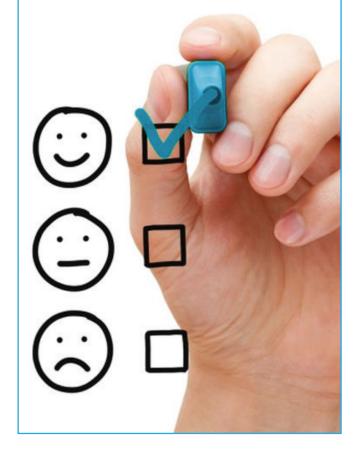
• What is the total cost for hiring one intern?

#### **Conversion Rate = ROI of Program**

· How many interns convert to full-time hires?

#### **Retention Rate = Satisfied Interns and Staff**

• Do your interns return for additional terms? Do your full-time employees who were interns stay longer than full-time employees who didn't intern?



#### Quality of Hire (from manager perspective) = Meeting Your Needs

• At the conclusion of the internship, collect and review feedback from manager. Was this student a good hire? Would you recommend this student for future openings? Are there developmental areas for this student?

#### **Quality of Experience (from intern perspective)**

 At the conclusion of the internship, collect and review feedback from intern on his/her experience. Did intern gain valuable knowledge?



# SAMPLE FINAL INTERN EVALUATION BY SUPERVISOR

ame of Intern:	
ate:	
ame of Intern Supervisor.	
ame of Intern Mentor.	

Please provide a candid evaluation of this student's performance or skill level in each of the following areas. This evaluation is not confidential and we encourage you to share it with the student. The student may also wish to use this evaluation form as a reference for future employment. Feel free to use additional pages or write a letter of support for the student's use in seeking future employment.

#### **Skill Assessment**

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas.

1=Lacks this skill 4= Above average skill level 2=Limited/minimal skill level 5=Exceptional skill level 3=Adequate/average skill level N/A=Not Applicable

#### 1. Communication skills

- \_\_\_\_ Demonstrates oral communication skills required for the job
- \_\_\_\_ Writes clearly and concisely
- \_\_\_\_ Is willing to speak up, communicate information and ask questions
- \_\_\_\_\_ Listens to feedback and works to improve

#### 2. Problem-solving/decision-making skills

- \_\_\_\_\_ Analyzes situations and takes appropriate action
- \_\_\_\_ Offers creative solutions to problems
- \_\_\_\_ Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe
- \_\_\_\_\_ Resolves problems in an appropriate timeframe
- 3. Teamwork
- \_\_\_\_\_ Establishes rapport and credibility among team members
- \_\_\_\_\_ Shares information and resources with others
- \_\_\_\_\_ Assists and cooperates with co-workers
- \_\_\_\_\_ Demonstrates willingness to put forth extra time and effort
- \_\_\_\_ Assumes appropriate leadership role(s)

#### 4. Self-management

- \_\_\_\_ Produces high-quality, accurate work
- \_\_\_\_\_ Seeks new strategies when current approach is not effective
- \_\_\_\_ Displays good judgment and establishes priorities
- \_\_\_\_ Uses time efficiently
- \_\_\_\_ Demonstrates ethical behavior
- \_\_\_\_\_ Arrives on time and maintains agreed hours

#### 5. Initiative

- \_\_\_\_ Seeks opportunities to learn
- \_\_\_\_\_ Takes initiative to get a job done, even if not specifically told to do so
- \_\_\_\_ Acts decisively on critical issues
- \_\_\_\_ Overcomes obstacles and problems
- \_\_\_\_\_ Sets and communicates goals; follows up with results



6. Technical skills Possesses the tec Is willing to learn r Uses appropriate t Uses technology t	echnology for tasks	or this position e existing technical skill	S	
<b>Comments</b> 1. Please discuss whet your expectations were		essfully completed the lo	earning objectives you di	scussed and whether
			er internship to make hin Please be as specific as	
3. How would you rate □ very involved	the level of involvemer □ somewhat involve		ege/university with this in ot at all involved	nternship experience?
4. In terms of preparati □ very useful	on for the internship, t □ of some us	he student's prior acade se	emic coursework was: ot very useful	
5. Please indicate area internship experience.	s or topics to be discu	ssed that would make t	he student more academ	ically prepared for this
6. Please assess the jo □ difficult to achieve		assigned to your intern: g, but attainable	□ not challenging	
performing similar duti	es) was in the:			on with all other students
□ top 5%	□ top 25%	□ top 50%	□ lower 50% of all st	udents
<ol> <li>How would you asse</li> <li>□ outstanding</li> </ol>	above average	performance? □ satisfactory	below average	🗆 unsatisfactory
3. Additional comment	S:			



### SAMPLE FINAL INTERNSHIP EVALUATION BY STUDENT

Name of Intern:	_
Date:	_
Name of Intern Supervisor.	_
Name of Intern Mentor:	_

This form is designed to help you reflect upon your internship experiences and also to provide feedback to your employer. Feel free to use additional pages for further comments. The employer may use the comments provided as a testimonial for the company and its future internship programs.

#### **Assess Your Skills**

To what degree did your skills improve as a result of this internship experience?

- 0=No Change
- 1=Small Improvement 2=Moderate Improvement

\_\_\_\_ General Knowledge of business

- \_\_ Written communication \_\_\_\_ Leadership \_\_\_\_ Word-processing and/or data entry
- \_\_\_\_ Verbal communication
- \_\_\_\_ Problem solving \_\_\_\_ Decision making
- \_\_\_\_ Spreadsheet and/or database \_\_\_\_ Internet/e-mail
- \_\_\_\_ Interpersonal/teamwork
- \_\_\_\_ Self-management
- \_\_\_ Initiative

- \_\_\_\_ Specific job/industry knowledge \_\_\_\_ Other office skills (filing, photocopying, etc.)
- **Evaluate Your Performance**

On a scale of 1 to 5, please evaluate your performance in each of the following areas. 1=Lack this skill 2=Limited/minimal skill level 3=Adequate/average skill level 4=Above average skill level 5=Exceptional skill level N /A=Not Applicable

- 1. Communication skills
- \_\_\_\_ Demonstrate oral communication skills required for the job
- \_\_\_ Write clearly and concisely
- Willing to speak up, communicate information and ask guestions
- Listen to feedback and work to improve
- 2. Problem-solving/decision-making skills
- \_\_\_\_ Analyze situations and take appropriate action
- \_\_\_\_ Offer creative solutions to problems
- \_\_\_\_ Collect and analyze information relevant to completing a task and establish a course of action within the given timeframe
- Resolve problems in an appropriate timeframe
- 3. Teamwork
- \_\_\_\_ Establish rapport and credibility among team members
- \_\_\_\_\_ Share information and resources with others
- \_\_\_\_ Assist and cooperate with co-workers
- \_\_\_\_ Demonstrate willingness to put forth extra time and effort
- \_\_\_ Assume appropriate leadership role(s)

4. Self-management

- \_\_\_\_\_ Produce high-quality, accurate work
- \_\_\_\_ Seek new strategies when current approach is not effective

3=Large Improvement

- Display good judgment and establish priorities
- \_\_\_\_ Use time efficiently
- \_\_\_\_ Demonstrate ethical behavior
- \_\_\_\_\_ Arrive on time and maintain agreed-upon hours

#### 5. Initiative

- \_\_\_\_ Seek opportunities to learn
- \_\_\_\_ Take initiative to get a job done, even if not specifically told to do so
- Act decisively on critical issues
- \_\_\_\_ Overcome obstacles and problems
- \_\_\_\_ Set and communicate goals; follow up with results
- 6. Technical skills
- \_\_\_\_ Possess the technical skills required for this position
- \_\_\_\_ Willing to learn new skills and enhance existing technical skills
- Use appropriate technology for tasks
- \_\_\_\_\_ Use technology to perform effectively



#### Comments

<ol> <li>In terms of preparat</li> <li>□ very useful</li> </ol>	ion for your learning exp	perience, your prior acad □ not very useful	emic coursework was:	
2. In terms of preparat	ion for your learning exp □ of some use	eerience, your prior work □ not very useful	experience was:	
3. How would you asse □ outstanding	ess your overall perform □ above average	ance?	□ below average	unsatisfactory
Assess the Program 1. The job orientation  very thorough	provided to you by your □ sufficient	employer was: □ inadequate		
2. How well did the int	ernship meet your prede	efined learning goals?		
3. Please assess the jo □ difficult to achieve		employer assigned to yo J, but attainable	u: □ not challenging	
4. Please assess your	intern supervisor.			
5. Please assess your	intern mentor.			
6. Are you more or less	s interested in working f	or this organization as a	result of your internshi	p?
7. What was the best p	part of your internship e	xperience?		
8. How would you asso very valuable	ess the overall educatio □ generally worthwhi	nal value of your interns le		d value/no value
		he quality of this interns ful to your employer sup		
Additional comments:				



# THINGS EMPLOYERS NEED TO KNOW

#### Fair Labor Standards Act (FSLA)

The determination of whether an intern is an employee for the purpose of the numerous state and federal employment laws is a legal and factual question. Although many state and federal laws define employees in similar ways, a determination that an intern is not an employee under one law does not necessarily mean that the intern is not an employee under another law.

The National Association of Colleges and Employers (NACE) developed the following guidelines to help employers determine if a relationship can be classified as an internship.

To ensure that an experience whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

- The experience must be an extension of the classroom: a learning experience that provides an environment for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end, and a job description with desired qualifications.

- There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

Please visit the Department of Labor website if you would like additional information on FLSA: http://www.dol.gov/whd/ regs/compliance/whdfs71.htm For additional information on nondiscrimination laws and equal employment opportunity compliance (EEOC), visit the EEOC webpage for employers at www.eeoc.gov/employers/index.cfm

In addition, rights and obligations of the intern may arise out of state or federal employment laws, including but not limited to Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the Age Discrimination in Employment Act. Your existing company policies and benefits may also create certain rights and obligations.







#### **Non-Discrimination Policy**

The Federal Government has several laws that prohibit discrimination for employees. Employment professionals will maintainequal employment opportunity compliance (EEOC) and follow affirmative action principles in recruiting activities in a manner that includes:

- Recruiting, interviewing, and hiring individuals without regard to race, color, religion, national origin, sex, sexual orientation, age, veteran status, or disability, and providing reasonable accommodations upon request.
- Reviewing selection criteria for adverse impact based upon the student's race, color, religion, national origin, sex, sexual orientation, age, veteran status, or disability.
- Avoiding use of inquiries that are considered unacceptable by EEOC standards during the recruiting process.
- Developing sensitivity to, and awareness of, cultural differences and the diversity of the work force.
- Informing campus constituencies of special activities which have been developed to achieve the employer's affirmative action goals.
- Investigating complaints forwarded by the career center office regarding EEOC noncompliance and seeking resolution of such complaints.



FRESH PERSPECTIVE

#### REDUCED RECRUITING COSTS

A national investment company reports saving between \$28k - \$32k in training costs by hiring an intern

### BENEFITS TO EMPLOYERS FOR HIRING INTERNS

"TRY BEFORE YOU BUY"

Source: National Association of Colleges and Employers (NACE)

COMPLETION OF SPECIAL PROJECTS



### **ADDITIONAL CONSIDERATIONS**

#### **International Students**

There are several types of visas granted to international students, most of which allow the student to work offcampus. The office for international programs at the campus will be able to advise the student regarding his/her work authorization status and particular type of student visa needed. It is very important to start this process early as it takes about 4-6 weeks for the visa process to be completed. Employers should contact the International Student Office for assistance.

#### **Intellectual Property**

In some cases, interns may work on projects where intellectual property rights are a concern for the organization. Typically, if new employees would be asked to sign a non-disclosure agreement, an intern may be asked to do so as well.

#### **Benefits and Insurance**

Since internships are short-term in nature, benefits are not typically offered to interns. Most students will already have medical insurance coverage through their colleges or universities, or will be covered under their parents' policies. However, the employer's general liability policy usually applies to interns, as well.

#### **Transportation**

Employers should identify the need for personal transportation in the internship position description. Interns are responsible for transportation to and from the internship experience. Some employers may choose to provide a transportation allowance to help defray the costs of commuting.

#### **Dismissal of an Intern**

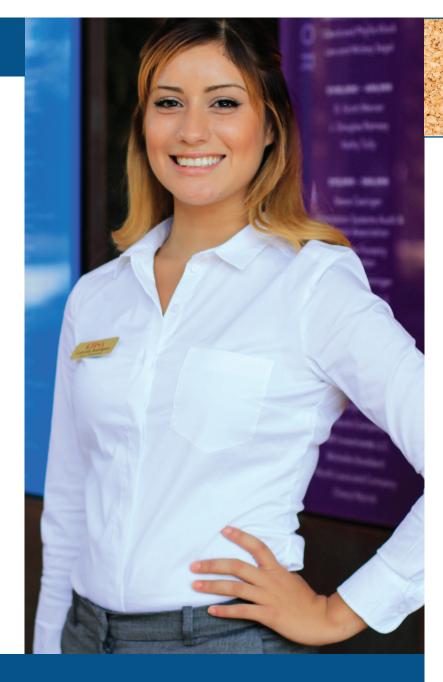
Dismissal of interns should only occur in cases of major misconduct (theft, assault, use of controlled substances in the workplace, etc.) or instances of significant willful violation of policy after prior instruction.

Contemplated dismissal of an intern should be reviewed in advance by high-level management. The supervisor recommending dismissal must be able to clearly articulate in writing the reason(s) for dismissal.



The college or university career center should ideally be involved. The career center may refer the student to the Dean of Students (or equivalent department) if the issue involves misconduct, also refer the issue to the faculty member associated with the internship, if needed.







#### Should we offer academic credit?

Yes, organizations should allow academic institutions to review internship positions for credit-worthiness. Offering this enhances the quality of the experience and makes the internship more attractive to students. The student should be responsible for making all arrangements and relaying any information from the college/university advisor. In most cases, the paperwork is minimal and is not time consuming.

#### Should I offer an orientation?

Yes. The orientation may be as simple as a brief meeting on the first day of an internship to discuss the vision of the company, set goals, and discuss logistics (parking, technology, security, and the best place to eat lunch). Many companies offer a longer orientation which may include time with the executive in charge, a tour of the facilities, training, and lunch.

#### Should I give the student a post-internship review?

Most professors or advisors require a post-internship review to receive college credit. Additionally, the post-internship review may be the first professional evaluation that a student has received, which can be extremely valuable.

#### How long is the average internship?

An average internship is 3-4 months coinciding with a student's typical semester or summer.

#### How many hours a week is the average internship?

During the summer, full-time positions are common. If a student is enrolled in classes during the school semester, a position should be no longer than 15-20 hours a week.

#### How much should I pay my intern?

Payment is very important to set your position apart to attract the best candidates. The following link can help you determine the going rate for interns: http://www.glassdoor.com/Salaries/intern-salary-SRCH\_

KO0%2C6.htm

#### If I want a summer intern, when should I start looking?

The most competitive Fortune 500 companies do their heaviest recruiting during January when students return from winter break (some even begin in the fall). Smaller companies conduct their summer intern search in March or April when plenty of good candidates are still available.

#### What benefits are students most interested in? In this general order.

- Challenging work scope and a well-defined internship project
- An engaging company culture and competitive organization
- Access to high-level executives and industry leaders (opportunities to network with various individuals in the office)
- Professional development training whether in skills or industry specific software (for example: Salesforce, QuickBooks, Basecamp, and more)
- Monetary Benefits (salary, stipend, travel expenses)
- Interesting Perks (Company trip to Orlando expo...)

51.7% of internships converted to full-time positions in 2015

\*Source:

National Association of **Colleges and Employers** 



# SAMPLE TOPICS AND INTERNSHIP SCHEDULE

#### **Potential Topics to Cover**

- Company history, overview and structure
- · Paperwork and policies
- Overview of product(s) or service(s)
- · Building tour and introduce intern to employees
- "How To" computer programs, mail, fax, phone/voicemail set-up
- Necessary badges, parking, safety regulations, etc.
- Discuss daily hours
- Project Worksheet overview of intern's projects, deadlines
   Specific work standards and procedures
- Communicate your expectations and their expectations
  - The company's objectives and how the intern will contribute to those objectives

#### **Intern Schedule**

Students at this stage of higher education often have busy schedules. It is important to open a dialogue with the prospective intern to ensure that their time commitments to the internship program can be managed along with their other commitments.



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# **SAMPLE ORIENTATION CHECKLIST**

- Review Organization and Department Missions
- □ Explain Need-to-Know Items
  - □ Parking
  - □ Workstation
  - □ Specific Work Dates/Times
  - □ Office Hours/Breaks/Lunches
  - □ Pay Period and Payment Information
  - Receive Contact Information from the Intern(s)
  - □ Computer Use Policy
  - Equipment Policies
  - □ Smoking Policy

#### □ Review the Internship

- □ Job Description
- □ Expectations
- □ How the Internship Relates to the Company
- Action Plan

#### Review Company Standards

- □ Performance Standards
- □ Attendance and Punctuality
- Conduct in a Corporate Environment
- □ General Appearance and Expected Attire

#### **Explain the Work Process**

- □ Job Authority and Responsibility
- □ Tact and Concern
- □ Resources and Secretarial Assistance
- □ Weekly Meetings
- □ Open Door Policy
- □ Two-way Communication
- □ End of Internship Evaluation

#### Orient the Intern to the Work Area

- □ Notify All Staff of the New Intern
- □ Provide a Tour of the Facility
- Introduce the Intern (Name, School, Department, Applicable Projects/ Duties)
- □ Make Personal Introductions and Explain Work Relationships
- Allow the intern time to meet with their mentor if not already done
- □ Provide a Security Card (If Required)
- Begin the Internship



### SAMPLE INTERNSHIP AGREEMENT

The following is designed to assist in providing a high-quality internship experience for both the intern and the employer. The intern and intern supervisor should complete this form together and agree to the terms outlined.

#### **Student Information**

Name:		
Address:		
	Cell Phone:	
E-mail:		
School contact:		
Internship Information		
Company Name:		
Company Address:		
Intern Supervisor.		
Supervisor Phone:		
Intern Mentor:		
Mentor Phone:		

#### **Internship Description**

Student internship will begin on: and end on:
ntern Title:
Description of duties (may attach other documents):

Mentor E-mail: \_\_\_\_\_

#### **Expectations for the following areas:**

/ages/Compensation:	
ravel:	
lours:	
ress Code:	
ther	



#### **Setting Goals**

The intern and the supervisor should discuss the following topics. This will help them agree to and define expectations, actions and roles during the internship. Additional pages may be added if needed.

1. How will performancebe evalutated?

2. What do you hope to experience or learn during this internship? \_\_\_\_

3. What type of projects will the intern be assigned to gain the experience outlined in the aforementioned goals?

4. What is expected from the school to ensure the intern receives credit (if applicable)? \_\_\_\_\_

Other Goals: \_\_\_\_\_

#### The Student Intern Agrees to:

- comply with the organization's policies and procedures;
- follow protocols for dress, appropriate behavior, correspondence and work space maintenance;
- complete any necessary training prior to the internship;
- attend the internship site during scheduled work dates/times, notifying supervisor of absence or late arrival with sufficient notice prior to start time;
- meet school requirements to receive academic credit (if applicable);
- perform responsibilities timely and satisfactorily; and
- inform intern supervisor of any problems or concerns.

#### The Supervisor and Organization Agree to:

- comply with the U.S. Department of Labor policies on paid/unpaid internships;
- adhere to all state and federal child labor laws; provide a safe work zone;
- conduct appropriate training for the student prior to the internship;
- · assign an intern mentor for the student;
- establish a set work schedule and lesson plan for the student;
- provide the student with periodic feedback and constructive criticism;
- · ensure the student's learning goals are addressed;
- meet school requirements for student to receive academic credit (if applicable); and
- compensate the student according to agreed-upon rate.

We have discussed the topics listed above, and understand our roles, expectations and requirements during the term of this internship.

Student Intern signature:	Date:
Intern Supervisor signature:	Date:





# SAMPLE INTERN CONFIDENTIALITY AGREEMENT

Due to your access to confidential information, all students enrolled in \_\_\_\_\_\_ internships must sign this agreement. "Confidential information" means any information of a secret or confidential nature relating to the internship workplace.

Confidential information may include, but is not limited to, the following: trade secrets, proprietary information, customer information, customer lists, methods, plans, documents, data, drawings, manuals, notebooks, reports, models, inventions, formulas, processes, software, information systems, contracts, negotiations, strategic planning, proposals, business alliances, and training materials.

In connection with being	g enrolled in a/an	internship, I	agree to the following:

I have read and understand the above definition of "confidential information." I agree that I will not at any time, both during and after my enrollment in a/an \_\_\_\_\_\_ internship, communicate or disclose confidential information to any person, corporation, or entity.

I further recognize and agree that while in a/an \_\_\_\_\_\_ internship, I may become aware of nonpublic information of a personal nature about employees or associates, including, without limitation, actions, omissions, statements, or personally identifiable medical, family, financial, social, behavioral, or other personal or private information. I will not disclose any such information that I learn in a/ an \_\_\_\_\_\_ internship to any other person or entity, unless required by applicable law or legal process.

(Signature)

(Date)

(Print name)



# **CAREER CENTERS AND INTERNSHIP RESOURCES**

















#### **Broward College**

www.broward.edu/ccn Contact: Fortin Jean-Pierre, Lead Coordinator, CTE Program and Career Services (954) 201-7547 | fjeanpie@broward.edu

#### Nova Southeastern University

www.nova.edu/careershark Contact: Shari Saperstein, Executive Director of Career Development (954) 262-7202 | ssaperst@nova.edu

#### Florida Atlantic University

www.fau.edu/cdc/intern/employer/ Contact: Lauren Shalom Chorlog, Assistant Director for Internships & Co-ops (561) 212-2632 | Ishalom@fau.edu

#### **University of Phoenix**

http://apollo.focus-career.com/talent/login Contact: Technical Issues | 1-877-832-4867 | Education.careers@phoenix.edu

#### Keiser University

www.collegecentral.com/keiser/Employer.cfm Contact: Michelle Miller, Director of Career Planning (561) 478-5526 | michmiller@keiseruniversity.edu

#### Atlantic Technical College

www.collegecentral.com/atlantictechnicalcollege Contact: Nicole Willis, Career Services Advisor-Career Center (754) 321-5179 | nicole.willis@browardschools.com

#### McFatter Technical College

www.collegecentral.com/mcfattertech Contact: Preston Selvanik, Employment Specialist-Career Center (754) 321-5750 | preston selvanik@browardschools.com

(754) 321-5750 | preston.selvanik@browardschools.com

#### Sheridan Technical College

www.collegecentral.com/sheridantechnical Contact:

Althea Jester, Employment Specialist (754) 321-5514 | Althea.jester@browardschools.com



# **ADDITIONAL RESOURCES AND INTERNSHIP PARTNERS**



#### **INTERNSHIP PARTNERS**









#### **EMPLOYER RESOURCES**

National Association of Colleges and Employers www.naceweb.org

The Department of Labor www.dol.gov/whd/regs/compliance/whdfs71.pdf

Equal Employment Opportunity Commission (EEOC) www.eeoc.gov/employers/index.cfm

Glassdoor www.glassdoor.com/Salaries/intern-salary-SRCH\_K00%2C6.htm

LinkedIn www.linkedin.com

CareerSource Broward www.browardintern.com



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#### **Questions?** Please contact:

Fortin Jean-Pierre, MBA Lead Coordinator, Career and Technical Education Program and Career Services Email: fjeanpie@broward.edu Willis Holcome Center, 111 East Las Olas Blvd., Fort Lauderdale, FL 33301

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