

Creating an Internship

A Manual for Employers



Table of Contents

1. Introduction

The University of Iowa & Pomerantz Career Center	3
--	---

2. Overview

The Basics of an Internship *	4
University of Iowa Internship Program	6
Types of Internships: Paid vs. Unpaid	7

3. Developing an Internship Program

Developing an Internship	8
First Steps: Job Description *	9
Organizational Support	10
Creating Meaningful Learning Experiences	11
* Evaluations	13

4. Virtual Internships 14

5. Publicizing an Internship 15

6. Appendices

Internship FAQs	17-18
Department of Labor Fact Sheets *	19
Sample Job Descriptions	20-22
Sample Offer Letter	23
Internship Orientation Checklist	24
Learning Objectives Tracking Sheet	25
Sample Employer Evaluation Questions	26-27

*** In a hurry? Be sure to check out these key things!**

Introduction

The University of Iowa

The University of Iowa is a comprehensive research university with particular distinction in the arts, humanities, and sciences; a world-class academic health center; and a wide array of exceptional professional programs. While serving as the state's most comprehensive institution of higher education, the University also enjoys a national and international reputation for excellence and competes at that level for the best faculty and the most talented graduate and professional students. Founded in 1847, it is the oldest university in the state and is home to more than 30,000 students and offers more than 200 areas of study on a vibrant and diverse campus.

Mission Statement

In pursuing its missions of teaching, research, and service, the University seeks to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in a diverse world. The University mission and goals are guided by seven core values: Excellence, Learning, Community, Diversity, Integrity, Respect, and Responsibility.

The Pomerantz Career Center

The University of Iowa Pomerantz Career Center is a world-class facility with a national reputation for excellence. The Center directly serves more than 20,000 undergraduate students from the Henry B. Tippie College of Business, the College of Engineering, College of Education, College of Nursing and the College of Liberal Arts and Sciences. The centralized and comprehensive services we provide are focused on the areas of Career Advising, Leadership and Career-related Academic Courses, Experiential Education, and Campus Recruiting. From their first semester in college through the year after they graduate, students can take advantage of extensive services, both in person and online. Likewise, employers work with a team of staff members who assist them in recruiting well-prepared students for internships and full-time positions.

Mission Statement

The Pomerantz Career Center assists The University of Iowa with enrollment management by empowering undergraduate students to become leaders, maximize their potential and achieve professional success. We accomplish this through professional advising, innovative and experiential education and the development of extraordinary relationships with our stakeholders.

Contact Us:

The Pomerantz Career Center

100 Pomerantz Center Suite C310, Iowa City, IA 52242

Phone: 319-335-1023 Email: careercenter@uiowa.edu

Overview

The Basics of an Internship

What is an Internship?

Internships are a great way for employers to build relationships with students at the University of Iowa and recruit great talent into their organizations.

An internship is a hands-on opportunity that provides the student with a meaningful experience where they apply the principles that have been learned in the classroom to a real-world setting. According to the National Association of Colleges and Employers, “an internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, and give employers the opportunity to guide and evaluate talent.” (NACE Position Statement, 2011)

An internship should be designed to meet both the needs of the organization and learning goals of the student. It should have pre-set goals outlined by the employer and agreed upon between the employer and student to ensure that all expectations are met.

Internship Basics

- Internships should balance the work needs of the organization and the learning goals of the intern
- Internships promote academic, career, and/or personal development
- Internships may be paid or unpaid and can be full-time or part-time
- Internships are distinguished from a short-term job or volunteer experience because there is an intentional learning agenda structured into the experience
- The duration may be anywhere from eight weeks to two years, but typically last the course of a semester

What are the Benefits for Employers when Hosting an Intern?

Recruitment and Training Cost Savings

- Proven, cost-effective way to recruit and evaluate potential employees
- Opportunity to assess students' work and fit within the organization
- Enhanced recruitment and retention outcomes
- Reduced turnover and training time for entry-level employees

Meeting Organization Needs While Developing Professionals

- Quality candidates for temporary or seasonal positions and projects
- Year-round source of highly motivated pre-professionals ready to learn
- Additional people to pursue more creative projects
- Developmental experience for staff by supervising and managing talent
- Opportunity to foster the next generation of professionals in your field

The Basics of an Internship Continued..

Interns Bring Fresh Perspective

- New perspectives, concepts, ideas, and the latest technologies for your organization
- Innovative solutions utilizing the knowledge students bring from their academic coursework

Expanded Pool of Qualified Candidates

- Greater chance of hiring the top students in your field through showcasing your organization to potential employees
- Increased visibility of your organization on campus and as a potential employer, internship site, or volunteer site
- Enhanced community image by contributing your expertise to the educational enterprise

What do Students Look for in an Internship?

In order to attract interns who are both qualified and passionate, employers should understand the potential benefits for students and structure internships in a way that provides a positive experience for the student. Students value internships that enable them to explore careers, develop leadership and other skills, network and establish connections, and build their resume.

Career Exploration

- Learn about a career field from the inside and decide if it is the right career field for them
- Work alongside a professional in their chosen career area
- Observe the work place and see if it matches expectations

Leadership and Skill Development

- Add to knowledge base while gaining confidence in abilities
- Learn new skills such as communication and teamwork
- Gain industry knowledge first-hand from an organization and its professional staff
- Demonstrate reliability and initiate responsibility
- Apply knowledge acquired in the classroom to connect school and the professional world
- Gain a sense of accomplishment by contributing to an organization

Networking

- Meet new people and practice networking skills while establishing professional contacts and mentors
- Establish potential contacts for writing reference letters

Resume Enhancements

- Gain valuable experience to add to their resume
- Enhance their applications for full-time jobs or to graduate school
- Create an advantage over other job or graduate school applicants

BEST PRACTICE #1

Providing interns with real work is number one to ensuring your program's success. Interns should be doing work related to their major, that is challenging, that is recognized by the organization as valuable, and that fills the entire work term.

You can guarantee that hiring managers provide real work assignments by checking job descriptions, emphasizing the importance of real work assignments during a manager/mentor sessions and communicating with interns frequently throughout the work term to determine how they perceive what they are doing.

-NACE: Building a Premiere Internship

Program: A Practical Guide for Employers

Recognition Options

Registration and Recognition

Students have the following options for registering an internship:

- Zero-credit hour transcript notation
- Pomerantz Career Center Academic Internship course
- Departmental academic internship courses

The Pomerantz Career Center Internship Requirements

These are minimum requirements for an employer to host an internship with the University of Iowa. Certain academic departments may have different requirements for their internship courses.

0-Credit Internship Course and Transcript Notation Requirements

These are the minimum requirements for a student to have an internship officially recognized by the University of Iowa on their transcript:

- Professional experience which relates to student's major field or area of career interest
- At least 80% professional work
- Occupies at least one academic term (fall, spring or summer)
- At least 10 weeks during spring or fall term, or 8 weeks in summer
- Full or part-time intern must work a minimum of 10 hours per week
- Requires continuous supervision by a professional in the field (not a student)
- Students must have completed at least 12 credits of University of Iowa course work

Academic Internship Requirements

These are minimum requirements for a student to receive academic credit for an internship:

- Professional experience which relates to student's major field or area of career interest
- At least 80% professional work
- Occupies at least one academic term (fall, spring or summer)
- Requires continuous supervision by a professional in the field (not a student)
- Must participate in the internship and take the course during the same semester
- Must work a minimum of 6 weeks at the internship site
- 1-3 satisfactory/unsatisfactory credit hours available (75 hours worked as an intern per credit hour)

Student Eligibility

- Non-Transfer students must have completed 24 semester hours of UI coursework
- Transfer students must have completed 12 semester hours of UI coursework
- Minimum Cumulative and UI 2.0 GPA
- Cannot be concurrently enrolled in a for-credit or zero-credit internship course with another department
- This course is not repeatable

Types of Internships: Paid vs. Unpaid

After researching the legalities of unpaid vs. paid internships the employer should develop a compensation plan.

Paid Internships

Paid Internships are opportunities offered primarily in the private sector or large organizations that are designed to pay students to learn while they work. Employers that offer paid internships are generally for-profit, are evaluating interns as potential full-time employees upon graduation, and/or have short-term large projects. The rate of compensation can be determined by the employer; however, most successful internship programs offer comparable hourly wages, stipends, licensing, and/or tuition reimbursement.

Unpaid internships

The decision to offer an unpaid internship is largely determined by the employer or the area of discipline. Unpaid internships are typically volunteer internships at not-for-profit organizations including religious institutions, charities, universities, state and local government agencies, and various hospitals. However, for-profit organizations can host unpaid interns if they meet certain criteria. Organizations should consider that they will attract a larger pool of qualified candidates if they offer compensation.

Legal Considerations

The U.S. Fair Labor Standards Act restricts employer's use of unpaid interns. This Act applies to businesses that have two or more employees directly engaged in interstate commerce as well as annual sales of \$500,000 or more. Interns who qualify as trainees do not have to be paid. If you find you cannot pay your intern, you must meet the 7 standards recently put forth by the 2nd Circuit Court of Appeals in early July, 2015. (The older Department of Labor six criteria for determining trainee status can be found in the appendix.) In establishing an internship program, we recommend that employers consult with their legal counsel.

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

Developing an Internship Program

Developing an Internship

Creating a quality internship position requires time and energy for planning and research. Keep in mind that the primary purpose of an internship is to provide a **learning experience** for the intern.

Successful internships are characterized by the following components:

- Support from the top administration
- Clearly defined objectives and goals for the internship that are communicated to all staff
- Designated supervisors who understand and are committed to mentoring and internships
- Projects and responsibilities that are meaningful, clearly defined and not centered around clerical work
- A system for regular feedback on student performance and the internship experience itself

Successful internships begin with the support of top administration. Not only do funding decisions start there, but staff attitudes regarding the value of interns can be heavily influenced by the attitudes of the leadership team (see page 4 for benefits in detail). To make a case for the value of interns, focus on the overall organizational benefits achieved by hosting interns including the effect they can have on the “bottom line.” An effective, well-managed internship is the single best tool for attracting college talent, and effectively reduces turnover by providing the opportunity to make more carefully considered hiring decisions based on experience.

Time Commitment

The amount of time needed to create an internship varies based on:

- The needs of the organization
- The size of the organization
- The number of interns needed
- The employer’s application and hiring process
- Whether the intern earns or does not earn academic credit
- Whether the internship includes compensation
- Whether the intern’s hours will count towards licensing or certification requirements
- The number of projects and opportunities readily available that provide meaningful learning opportunities

Internship Goals

Set an overall goal or objective for the student's work. This objective should be detailed and measurable and will help give the student direction during the internship. The objective needs to be known and accepted by staff in order to send a clear and consistent message of support. In order to develop an internship program that benefits the student intern and fits with the organization’s goals, there are several questions that should be used to guide development of the internship program:

- What does your organization hope to gain from hosting interns?
- Is your organization looking to fulfill a need on a specific project?
- Will the internship(s) encompass one major project, or entail a variety of small projects?
- What are the tools and workspaces necessary to provide the student?
- How will this internship provide a learning experience or growth opportunity for the intern?
- To what professional or industry standards, skills, or ethics do you wish to expose the intern?

Organizational Support

Orientation and Training

It is very important that interns be warmly welcomed to the workplace and introduced throughout the organization, just as one would with a new full-time employee. Not only are interns new to the organization, but in many cases they are new to the professional world of work. The sooner the intern learns about the organization and understands how it operates, the sooner he or she can assume assigned responsibilities and become productive.

When providing interns with an orientation, the supervisor should:

- Give the intern a tour of the office or worksite
- Introduce the intern to the other staff members
- Develop a schedule, as the intern may have to work around class schedules or another job
- Establish regular meeting times to review the intern's work and discuss assigned projects
- Inform the intern how and when feedback will be provided throughout the internship
- Provide the intern with information concerning pay schedules (if applicable), procedures for calling in sick, and overall expectations for attire and behavior (If you have an orientation sheet or manual for new employees, use it with your interns.)
- Teach the intern how to use the office technology (copier, fax machine, email system, etc.)
- Provide a stable workspace (do not expect the intern to move around the office and occupy temporary workspaces). Desk sharing between individuals on alternate days is often an acceptable practice for internships.

For a detailed checklist to use during an intern orientation, please see Appendix: Internship Orientation Checklist (page 25).

Supervisor Expectations

As a supervisor, your primary obligation is to foster the success of your organization. It is important to keep in mind that the primary purpose of an internship is to provide a professional learning experience for the intern. There is no real conflict between these two goals and both can be accomplished with effective supervision.

Best Practices Include:

- Provide clear expectations
- Orient the intern to policies, duties, and lines of command
- Be available, approachable, and encouraging
- Share your knowledge and expertise
- Be patient with questions
- Be a role model-- practice ethical and legal behaviors at all times

Staff Support

It is important that the intern be recognized and respected by management and workers throughout the organization. While it may not be possible for the intern to meet the executive officers of a large corporation or non-profit agency, every effort should be made to introduce him or her to others within the organization, up to and including the highest ranking official on-site. These could be informational interviews, observations of special meetings, or an afternoon of job shadowing in different departments.

Incentives and Compensation

Additional Incentives for Students:

- Scholarships
- Housing assistance, living stipend, and/or transportation reimbursement
- Professional development or networking opportunities
- Time worked as an intern can accumulate and apply toward benefits if the intern becomes a full-time employee after graduation
- Paid holidays (if already receiving compensation)
- Tuition reimbursement
- Perks such as parking or cafeteria discounts

Keep in mind that it is illegal for an unpaid intern to replace or otherwise do work in lieu of a paid employee. Employers cannot “hire” an unpaid intern to avoid hiring or paying a regular employee. Several recent lawsuits have been successfully litigated by former interns who were essentially required to serve as unpaid employees. See page 7 and the Department of Labor Fact Sheet in the Appendix on page 18.

Creating Meaningful Learning Experiences

In addition to accomplishing job duties, it is important for an internship to be a learning experience. The creation of objectives help employers and students create an experience where both work accomplishments and learning are priorities.

Internship Objectives

Internship objectives are goals established to ensure the student’s productivity and growth as a part of his or her experience within the organization. These objectives should be project-based and training-based, align with the job description, and/or provide structure to the student and supervisor for the time spent at the internship.

Sample Internship Objectives:

- *Intern will gain familiarity with office structure and field-specific knowledge through an orientation, informational interviews or job shadows with staff members not on the team, observing all staff meetings, and access to the employee manual.*
- *Intern will work as part of a team to support voter empowerment through weekly candidate outreach for assessments, database training and updating, and researching and writing 3 fact papers on candidates and issues.*
- *Intern will practice communication skills to educate the public on history and the environment through daily hour-long interpretive presentations, twice weekly Q&A shifts at the visitor’s center, and development and facilitation of 3 family nights.*
- *Intern will follow professional and safety standards by arriving to lab on time, maintaining cleanliness of lab equipment and space, and demonstrating active participation during weekly lab meetings.*
- *Intern will be exposed to all facets of our environmental and safety management systems through trend evaluation meetings, safety program audits, corporate responsibility activities, and root cause analysis.*
- *Intern will gain excitement about the company and understand our culture by attending staff socials, mentor lunches, and monthly professional development sessions.*

Program Learning Outcomes

The Pomerantz Career Center supports and measures the following learning items as part of the course work and evaluations for students who register for the 0-Credit Transcript Notation or the PCC Academic Internship course. However, the Pomerantz Career Center hopes that all internships offer students the opportunity to do the following:

- Evaluate their fit within a career field
- Describe two job-related skills or knowledge gained from the experience
- Examine how knowledge and skills learned in the classroom directly relate to their experience
- Demonstrate leadership skills
- Demonstrate effective communication skills
- Demonstrate the fundamental behaviors of cultural competency
- Write a resume section outlining the internship experience
- Describe a next step to take on their career path

Student Learning Objectives

If your intern is not registered for an internship related course, we recommend that you create student learning objectives as part of the conversations during the hiring process or as part of the orientation. These objectives are the intern's goals for academic, professional, and personal development. The objectives also have action items in order for the student and employer to plan ahead for the achievement of the objective. They can also be part of regular check-in meetings to discuss progress and challenges.

Sample of Student Learning Objectives:

- *Gain experience in membership and grant writing by helping with the annual campaign mailings and newsletters, and the Hubner Foundation grant report. Discuss these experiences with my supervisor and professors to decide what area of expertise I should develop in future internships.*
- *Gain familiarity with case management by assisting my internship supervisor with 1 group session per week and shadowing individual client meetings.*
- *Become an advanced user of Excel by supporting product analysis with Pivot Tables and Pivot Reporting daily.*
- *Gain confidence in my communication skills by participating in weekly staff meetings, conducting 3 focus groups, and drafting a social media marketing plan.*
- *Develop cultural competence by processing team dynamics and client interactions with my supervisor and seeking out information about the organization's diversity initiatives.*

Evaluations

Evaluations are the final planning step after an organization has created an internship job description, decided on the necessary organizational supports and discussed the learning opportunities for the intern. Feedback fosters growth for the student. If the organization is hosting an intern who has opted not to register their internship, having an internal evaluation will be helpful.

Consider these categories if creating an evaluation:

- Work outcomes such as documents, projects or presentations
- Student learning objectives
- Key behaviors necessary for a role (ex. knowledge of a computer program)
- Office values (ex. collaboration, excellent customer service)
- Personal traits necessary for professional success (ex. a positive attitude, ability to communicate)

Decide if the evaluation should be written narrative feedback or on a scale (e.g. 1 to 5). Allow the intern to see the evaluation at the beginning of the internship and intentionally set aside time at the end of the internship to discuss the feedback.

If the intern has registered through the Pomerantz Career Center, the supervisor will be e-mailed an evaluation.

The supervisor would not need to develop another evaluation unless the organization deemed it necessary.

These categories are included in the Pomerantz Career Center's evaluation of interns who register for course credit:

- Leadership
- Teamwork
- Communication Skills
- Cultural Competency
- Integrity

The Pomerantz Career Center asks for submission of the evaluation to us after discussing feedback with the intern. To see specific evaluation questions, refer to the Appendix.

BEST PRACTICE #3

One of the greatest advantages to students in having internships is the access they get to accomplished professionals in their field. Consequently, speakers from the executive ranks are very popular with students—it's a great career development and role modeling experience for interns. Having a CEO speak is especially impressive. Best scenario: Your CEO speaker is personable, willing to answer questions, and willing and able to spend a little informal time with the students after speaking—your interns will be quite impressed.

For you, having your executives speak to interns is another way to “sell” your organization to the interns, and get your executives invested in (and supporting) your program.

-NACE: Building a Premier Internship Program:
A Practical Guide for Employers

Virtual Internships

Developing a Virtual Internship

Just like creating an in-person internship, creating a quality virtual internship position requires time and energy for planning and research. Keep in mind that the primary purpose of an internship is to provide a **learning experience** for the intern. Be sure to review the information in the previous section in order to have a foundation to build your virtual internship from.

Tips for a Successful Virtual Internships:

- Allow for flexibility
- Set clear expectations for the intern as well as staff within the organization
- Prepare the interns at least a month or more prior to onboarding
- Invest time in your training for both interns and managers
- Develop a culture virtually, similar to your culture in the office
- Have set times for check in meetings with your interns while maintaining regular communication across a designated communication tool
- Create Learning objectives or a Learning Plan with the intern, this can help to keep the intern on track

Successful virtual internships begin with the support of top administration and an intentional planning process. Not all positions can be replicated into a virtual space. Take time to assess the needs of your organization, and how a virtual internship could be a part of that. Look for ways to provide structure and support virtually prior to and during the internship. Be open to projects and collaboration that will allow interns to still create a community and feel connected to your organization.

BEST PRACTICE #4

Beware of biases and blind spots—With an uptick in virtual interviews, it is more important than ever for interviewers to be mindful of biases and blind spots that may elevate under times of pressure and amongst new communication channels. Ensure all interviewers are mindful of the vast challenges students face amid COVID-19. Consider hosting a webinar with hiring managers to ensure they are prepared to engage students with warmth and understanding.

-NACE: BEST PRACTICES FOR SUPPORTING STUDENTS REMOTELY

Publicizing an Internship

Handshake

Once the internship planning is complete, the next step is to market the opportunity in order to find quality candidates. Once the job description is ready the organization can post the internship opportunity for free on Handshake, the Pomerantz Career Center's online recruiting site.

Through Handshake, the organization can post the internship opportunity, and request space for on-campus interviews. In addition, organizations can use Handshake to register for the University of Iowa Job & Internship Fairs and networking events.

Job and Internship Fair

The Pomerantz Career Center hosts several career fairs annually. Employers from many different industries attend these fairs to network and interact with our students and alumni from the different colleges. Attending a job and internship fair is a great way to draw attention to your organization and build your brand on campus. For more information about our job and internship fairs, please visit:

careers.uiowa.edu/career-fairs

Campus Presence

To further connect with students on campus and increase your organization's awareness there are several activities you can do. Employers can contact student organizations via uiowa.campuslabs.com/engage/organizations, and participate in mock interviews sponsored by the Pomerantz Career Center. Mock interviews, which take place in the Fall and Spring semesters, which are a great way to connect with students who are taking the initiative to polish their skills. In addition, a former intern may be the perfect person to promote the experience. Consider asking them to post the opportunity on social media or to refer classmates they think would be a good fit. There may be ways to participate in a class as a speaker as well throughout the year.

For more information on using Handshake and reaching University of Iowa students, please go to careers.uiowa.edu/handshake. The Employer Relations Team welcomes your interest and questions about recruiting University of Iowa students and campus involvement; please call (319)335-1023 for individualized help.

Appendix

Internship FAQs	17 - 18
Department of Labor Fact Sheet Sample	19
Job Descriptions	20 - 22
Sample Offer Letter	23
Internship Orientation Checklist Learning	24
Objectives Tracking Sheet Sample	25
Employer Evaluation Questions	26 - 27

Internship FAQs

What are typical developmental tasks our interns may be going through?

The typical college student is developing a sense of competence with newly-acquired skills and knowledge in work and daily life. They are learning to be more professional in their written and verbal communication and to manage emotions when receiving constructive criticism. Their career path is coming into clearer focus and becoming part of their identity. They are developing the decision-making skills that will allow them to lead personal and professional lives of integrity and purpose.

When should I start looking for an intern?

Typically employers will start looking for an intern three to six months ahead of the start date. However, some very competitive organizations post their openings, complete interviews, and make internship offers six to nine months ahead of the start date.

How structured does the time commitment have to be?

Transparent communication with your intern from the beginning will be helpful. Share your organization's expectations—as well as your own—regarding their schedule. Whether your intern is full or part time, come to a mutual agreement and document it in writing so there are no misunderstandings. For part-time interns during the Spring and Fall semesters, remember to discuss their mid-semester exams and final exam schedule--extra flexibility may be required at those times. If your intern is receiving transcript notation from the UI for their internship, they must work a minimum of 10 hours per week. If your intern is receiving academic credit, their required hours will vary based upon the number of credit hours they wish to earn.

We have a small staff. How can we maximize the return on our effort?

In order to make the most of having an intern, create structure and learning objectives before the internship begins. If you answer important questions ahead of time, such as what outcomes you expect, how and when you will train the intern, when and where supervisory meetings will take place, and who will help with mentoring, the intern will be oriented quickly and will have a clear understanding of what is expected.

You can also be creative in how the internship is structured. For example, you could plan an internship that extends through two semesters to avoid training a new intern every semester. Or, develop two internship positions, a “beginning” and an “advanced” internship, and require that candidates for the advanced internship must have completed the beginning position. Advanced interns will already be familiar with the organizational culture and standards of professionalism, and can take on greater responsibility and autonomy.

We are a for-profit organization, but do not have a lot of money to pay an intern. How can we have an intern and still follow the Department of Labor's compensation rules?

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

Our intern is great! How can we get more just like them?

Use [Handshake](#), consider giving presentations on your organization at a student club meeting, have former interns post on social media, attend a Pomerantz Career Center networking night, and/or participate in the Job & Internship Fair or the annual Volunteer Fair.

What types of tasks should I assign an intern?

Reflect upon the professional standards and knowledge necessary to work in your field or organization. Then choose tasks or projects that expose your intern to these elements while helping the organization accomplish its goals. The learning and program objectives can also be a good guide. Interns are expected to work on professional tasks at least 80% of the time. Projects interns have completed in recent semesters include:

- Managing social media through HootSuite and using GoogleAnalytics to report on organization web traffic
- Researching brand consultants and reporting recommendations back to the organization
- Creating a client appreciation program
- Recruiting sponsors and managing volunteers for a fundraising event
- Conducting focus groups to assess products, ads, and community programs
- Creating, administering, and reporting on a satisfaction survey
- Material testing using multiple instruments
- Researching and applying for grants
- Auditing the organization's sustainability and social policies
- Completing a compensation analysis
- Designing lessons and facilitating education programming
- Track animal feeding and behavior habits
- Creating curriculum for staff professional development
- Writing press releases
- Fixing bugs in the organization's app
- Assisting in leading a support group
- Collect, analyze, and document water samples

How can I give constructive criticism to my intern?

Interns are students, and some may need direct feedback, tailored instruction, or reinforcement of professional standards, particularly if this is their first exposure to them. When discussing a problem or behavior issue with your intern, it is important to focus on the problematic behavior and not the individual. Such discussions should always take place in private and when you are both feeling calm, and with adequate time available for conversation. Your goal is to explain the negative impact of the behavior and then move the conversation toward solutions which will allow your intern to move forward with your support. If appropriate, you may wish to discuss negative consequences for the intern if the problematic behavior does not change.

Example: Karli, I appreciate how much energy you are using in working with the youth program. However, I am worried about your number tracking for attendance. There were 2 days this week when students were not marked as present when our overall head count shows that they were here. Attendance may not seem that important but it affects our funding and the student's safety. If we were in an emergency situation, we would need to be responsible for all our students. I would like to hear your perspective on this and discuss how I can support you in brainstorming solutions so you can improve.

We have a relaxed office culture. How can we still teach our interns the basics of professionalism?

All interns need to understand that their personal behavior impacts both their public image and that of their employer, and can have a negative effect on personal and organizational productivity. It is possible to be informal while maintaining high standards of professionalism. Professionalism can include adherence to the organization's dress code, compliance with scheduling expectations, and accountability, all of which can be expected of interns. To teach them, carefully review your policies and expectations with them. If jeans and t-shirt are your normal dress code, insist that your intern's clothing is clean and free of tears, holes, and inappropriate decoration, and that they are well-groomed in the workplace. If tardiness is tolerated, make sure your intern knows to communicate with the organization when a conflict arises. If a project deadline is not strictly established, insist that they keep you apprised of progress, and promptly report challenges or problems to you as they arise.

Department of Labor Fact Sheet

U.S. Department of Labor Wage and Hour Division



Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

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

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

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

¹ The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² E.g., *Benjamin v. B & H Educ., Inc.*, — F.3d —, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Job Description Example #1

Job Title:	Vendor Relationship Manager - Internship
Organization:	ABC Company
No of Openings:	2
Internship is available for:	Summer
Is this a paid internship?:	Yes
Hours per Week:	40
Job Description:	

The ABC Company VRM Internship Program is a tool designed to capture the best and brightest students off college campuses in order to build ABC Company's bench strength in the Vendor Relationship Manager Function. The successful candidate will have the opportunity to work full time during the summer prior to their senior year of school and part time during the academic school year. The part time scheduling portion of the internship is very flexible, allowing for the Intern to match their school schedule with ABC Company's workplace needs. During the summer, the Intern will complete the ABC Company VRM onboard training process and other appropriate onsite training classes. The Intern will reside in one of our core business teams and will be given the opportunity to work on meaningful projects aimed at the strategic part of the Vendor Relationship Management position. Time will be spent monitoring Vendor Relationship Managers, creating presentation materials, strategizing with existing staff, and possibly traveling with Vendor Relationship Managers on dealer visits. The Intern's Mentor will work with the Intern to ensure meaningful work is being done during their work experience.

Vendor Relationship Managers are responsible for maintaining and growing a long-term relationship with independent business owners and their management team. They will act as a consultant to our valued customers and help them to achieve greater success by learning about their business and customizing solutions for their needs.

Duties and Responsibilities:

- Responsible for developing and delivering successful strategies to maximize dealers' sales growth.
- Successfully utilizes Professional Selling Skills training to enhance overall sales volume.
- Maintains direct working relationships with existing vendor base to support current and future business needs.
- Accountable for achieving sales volume in assigned territory.
- Handles transactions associated with supporting vendor business (i.e. follow up on accounts, paperwork associated with approvals, etc.)
- Monitors and analyzes dealer trend reports, backlog reports, rolling report and daily sales reports and follows up on information gathered through these reports. (Communicates with Business Development Director, Business Development Management, and team.)

Our Culture: At ABC Company, we are proud of the company we keep – our family of dedicated employees. We are committed to providing our people with a friendly, safe and exciting work environment that includes opportunities to learn and grow. It's part of our culture – and part of our history. Our world-class brands and innovative products exist because of the work and dedication of our people.

Why People Like Working Here/Perks: "I love working for ABC Company because it's a company that people respect. Not only do we have ethical standards that far exceed some of the corporate world's other members, but also we have a company culture that promotes family, integrity, health, knowledge, philanthropy, and well-being."

Qualifications: Successful candidate must be working on a Bachelors degree, with a minimum GPA of 3.25 overall and 3.5 in their major area of study. Must have an interest in business and a willingness to learn business basics. A strong desire to stay in Eastern Iowa is highly preferred.

Application Instructions: Submit resume to: resumerecipients@abccompany.com OR Go to www.abccompany.com/careers and apply today!

Job Description Example #2

Job Title: Accounting Intern
Organization: Concert Promotion Company
No of Openings: 1
Internship is available for: Summer
Is this a paid internship?: Yes
Hours per Week: 10
Job Description:

- Assist staff and senior accountants in the Chicago office with various duties associated with the Midwest concert promotion business
- Duties could include show reconciliations, balance sheet analysis, preparation of show folders, recording of journal entries, and assistance with sales and other tax filings

Our Culture: Concert Promotions is the world's leading live entertainment and eCommerce company, comprised of four market leaders: Tickets.com, Midwest Concerts, Front Management Group and Promotions Network. Tickets.com is the global event ticketing leader and one of the world's top five eCommerce sites, with over 26 million monthly unique visitors. Concert Promotions produces over 20,000 shows annually for more than 2,000 artists globally.

Why People Like Working Here/Perks: Chance to work in the entertainment industry. Get to attend free concerts along with flexible hours and a relaxed dress code.

Industry Recognition/Awards: Top Promoter
Qualifications: Accounting major with good computer skills and can follow directions.
Application Instructions : Please provide resume which includes Accounting GPA to recruiter@concertpromotions.com. To be eligible the candidate must be an undergrad and receive college credit for the internship.

Job Description Example #3

Job Title: Special Events/Marketing Intern
Organization: Public Library
No of Openings: 2
Internship is available for: Fall, Spring, and Summer
Is this a paid internship? No
Hours per Week: 10-20 during Fall & Spring, 20-30 during Summer
Job Description:

Responsibilities include:

- Writing news releases/creating PSA's & working with local media to promote library events
- Coordinating special events, including author visits and reading programs for children, teens, and adults, as well as working on other on-going programs offered at our six locations
- Working with Library graphic design department and volunteers on a variety of projects
- Creating publicity and promotions including Power Point displays, book displays, posters, and flyers
- Web site development; re-design and implementation of e-mail blasts

This is a volunteer internship and great for a younger, unexperienced intern. Perks include: free bus pass, \$100 honorary stipend at completion of internship, and mentorship opportunities.

Qualifications: Excellent interpersonal skills, ability to speak in public and with media, strong writing skills, interest in non-profit business, communications, marketing, or library management

Application Instructions : To apply to the Library please contact Marketing Manager by e-mail at: bsmith@citylibrary.org and send resume and cover letter addressing why you would like to work for the Library's Marketing Department.

Job Description Example #4

Job Title:	Youth Development Intern
Organization:	Youth Club
No of Openings:	1
Internship is available for:	Summer
Is this a paid internship?:	No
Hours per Week:	10-15
Job Description:	

The Youth Club offers programming for youth and teens in 5 core areas: Career Development, Character Development, Arts & Media, Life Skills & Wellness, and Sports & Adventure. We are looking for a part-time intern to support our Triple Play program and work with at-risk youth. The internship is an excellent opportunity to learn more about youth-development, curriculum design, and program management. A well-qualified intern will be a sophomore, junior, or senior in college, have the patience and creativity needed to work with youth, and be a self-starter. Great fit for education, psychology, social work, recreational services, and human services majors, but all other majors are considered.

Duties and Responsibilities:

- Parent outreach for family nights
- Support creation and facilitation of character building activities including movement, sports, and recreation
- Demonstrate leadership skills and act as a role model to youth
- Assist with input and coordination of field trips
- Complete mandatory reporter training and CPR and First Aid Certification (paid for by Youth Club)
- Participate in weekly staff meetings for planning and discussions of wrap-around services for youth in need

To apply, please submit a resume and cover letter to Susy Queue, Director of Programs, at squeue@youthclub.org or apply via HireaHawk.com.

Sample Offer Letter

Jane Brown
Manager, Public Health Programs
State Department of Public Health
66 Journey Road
Carlisle, State 44234

April 1, 2018

Roger Jones
3514 Clinton St.
Iowa City, IA 52245

Dear Roger Jones:

I am pleased to offer you the opportunity to be an intern for the State Department of Public Health during the summer of 2018.

The internship begins June 1st and will continue until July 31st. You will receive an honorary stipend of \$500 and are expected to be enrolled in an internship or practicum course for credit with your university. You will be supervised by Reba Liebowitz, and will create your 20 hour per week schedule with her.

Your responsibilities include:

- Shadowing, co-leading, and facilitating health education workshops on alcohol and tobacco use prevention, sexual health, dating violence prevention, and healthy lifestyles
- Assisting with data collection and analysis for 3 needs assessments
- Assisting with creation of interventions based upon the needs assessments
- Shadowing the Statewide Health Improvement Program collaborator meetings

I am excited about your participation and look forward to working with you. Please note that you will need to provide evidence of negative TB tests. A signed copy of this letter and evidence of negative TB results returned to the address above or to my e-mail address (manager@SDPH.gov) constitutes your acceptance of this internship offer. I appreciate your response within two weeks' time.

Sincerely,



Jane Brown
Manager, Public Health Programs

Acceptance of Offer: I have read this offer and accept the terms of the internship.

Signature: _____ Date: _____

Internship Orientation Checklist

Before

Staff Orientation

- ☐ E-mail your department and other key people informing them of the intern's arrival, duties, and name
- ☐ Schedule time and space for intern training and coordinate tours, informational interviews, site visits, or other special shadowing opportunities with staff
- ☐ Compile necessary documents for training in a binder or electronic folder

Work Space & Technology

- ☐ Workspace and/or computer space arranged
- ☐ Technology access granted (networks, e-mail, software, etc.)
- ☐ Determine need for orientation of office equipment, filing systems, and supplies
- ☐ Building/office access granted

Student Orientation & Training

Organizational Policies & Procedures

- ☐ Tour of facility including restrooms, lunch or break rooms, parking, etc
- ☐ Safety procedures for natural disasters, fires, or work place specific safety
- ☐ Time reporting, breaks, lunch duration, arrival and departure times
- ☐ E-mail, private & public network drives, voicemail
- ☐ Unspoken rules about the office culture
- ☐ Additional field specific policies/procedures (confidentiality, documentation, etc.)
- ☐ Policies and reporting lines regarding discrimination, sexual harassment, illicit substances, etc.
- ☐ Provide access to Employee Manual
- ☐ Overview of clients, services, and/or products

Department, Working Group, or Individual Position Functions

- ☐ Team or department welcome over lunch or coffee during intern's first week
- ☐ Organization, structure, and mission of the department (organizational chart if available)
- ☐ Intern's potential interactions with other roles in the department; who to contact for specific issues or questions
- ☐ Goals, current priorities, and operational activities of the department
- ☐ Tour of the department with individual introductions
- ☐ Orientation to office equipment, filing systems, supplies, etc. if needed

Intern Job Duties & Responsibilities

- ☐ Review current job description and discuss the internship objectives and intern's desired learning objectives
- ☐ Clarify performance standards, evaluation procedures, and address typical challenges
- ☐ Review daily work hours, midterm/finals schedule if necessary, and any overtime needs or extra assignment requirements
- ☐ Review dress code and procedure for calling in an absence
- ☐ Schedule regular supervision times and discuss supervisory style
- ☐ Provide intern job specific training on duties and any cross department training that is necessary

Sample Internship Project & Learning Objectives Tracking

Goal1:

Goal2:

Goal3:

Date	SKILLS PRACTICED, TASKS COMPLETED, or KNOWLEDGE LEARNED

Sample Employer Evaluation of Student

How well did the student demonstrate the following skills and competencies?

	1- Unsatisfactory (1)	2- Improvement Needed (2)	3- Satisfactory (3)	4- Above Average (4)	5- Excellent (5)	NA- Not Applicable (.)
Organized, able to define tasks, set priorities, and follow through (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity of work completed (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out and utilizes resources available (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of strengths and limitations; asks for help when appropriate (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages time, meets deadlines, punctual (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative when appropriate; accepts responsibility and is accountable for actions (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal skills - realistic self-appraisal/ understanding (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages personal affairs without letting them interfere with work (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professionalism & positive attitude toward work (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to deal effectively with ambiguity in the workplace (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample Student Evaluation of Employer

Provide feedback on your experience by evaluating the following aspects:

	1- Unsatisfactory (1)	2- Improvement Needed (2)	3- Satisfactory (3)	4- Above Average (4)	5- Excellent (5)	NA- Not Applicable (.)
Work Environment (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal Training Received (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Training Received (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on Work Performed (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision Received (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Coworkers (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity of Work Assigned (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of Responsibility Assigned (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abilities Utilized (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of Academic Preparation to Work Position (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career / Professional Knowledge Gained (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>