Applied Business Learning Experience (ABLE) 
A Quality Internship Program
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Thank you for contacting the Applied Business Learning Experience (ABLE) program. I am very interested in the possibility of building a partnership with you and your organization as we work together to provide an outstanding, leading-edge program for the students at the Perdue School of Business.

Our student/interns will be of junior or senior status and will bring to your company completed academic course-work and business skills, as well as enthusiasm, new ideas and creativity. The business skills the students can provide will be in the areas of accounting, finance, information systems, management, marketing, international business and economics.

Each student will be enrolled in an internship course where a faculty member will provide expertise and guidance. Our minimum requirements for an internship are 100 hours of on-site work for 10 weeks. All we ask of our participating organizations is that they create an atmosphere where an intern, through their assigned work duties, is challenged to apply their academic studies is encouraged to ask questions to learn as much as possible about working in your field, and is motivated to adopt and display the highest level of professional standards and ethical behaviors.

This booklet is an informational packet. It contains instructions on how your organization can become involved with the ABLE Internship program, develop a quality internship experience and recruit junior and senior business students. The instructional booklet will guide you as you prepare to host an intern in your organization.

Once you have prepared and developed a quality internship opportunity make a copy of the Job Description Form, complete it and fax it to the ABLE Internship office. I will post the opportunity to my database for potential interns to review. Interested students will be able to read your internship opportunity description and will be prompted to mail, email or fax to you cover letters and resumes in application to your internship. Of course, as a prepared future intern host you can take an active approach and reach out to potential interns by accessing the ABLE Program’s Internship Resume database.

If you have any questions regarding the ABLE Internship program, please don’t hesitate to call my office at 410-546-6427. We can arrange a meeting where I will assist you as you develop your quality internship opportunity.

Sincerely,

Ellen Pettingill
Director, ABLE Internship program
Introduction

The dream…hire experienced employees who require very little, if any, training. But this dream conflicts with reality. How can organizations meet the needs of today and prepare the workforce of the future? One solution is to develop a quality internship program. This booklet will assist you in doing just that.

Keep your focus on the future
With the job market experiencing a dearth of qualified employees, it only makes sense to investigate early those quality college students whom you can bring back later. Take on interns now and you’ll have a competitive advantage in recruiting the best workers—you’ll already be known to the employees you want most. Your new workers will already be trained for your workplace and loyal to your company, lowering training time, recruiting costs and turnover rates. You’ll build a reputation that will pay off with students, colleges and the community. And your company will save money while benefiting from the input of talented, enthusiastic, innovative people. With all of these advantages, you might find that you can’t afford not to do internships.

Applied Business Learning Experience

The Applied Business Learning Experience (ABLE) program is a signature program within the Franklin P. Perdue School of Business as Salisbury University. The ABLE Program links highly qualified business students with internship opportunities in the local and regional business communities. The program facilitates the transition from business student to business professional by offering juniors and seniors the opportunity to apply their academic education in a "real-world" setting while developing their professional demeanor and networking skills. The ABLE program complements a student’s education with work experience that contributes to a new level of preparation for entry into today’s ever-changing workforce.

What Is An ABLE Internship?
An ABLE internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience. Characteristics include:

- Duration of at least 10 hours per week for a minimum of 10 weeks
- Generally a one-time experience
- May be part-time or full-time
- May be paid or non-paid
- Part of the educational program at the Franklin P. Perdue School of Business at Salisbury University and are carefully monitored and evaluated for academic credit
- Distinguished from a short-term job or volunteer work by an intentional “learning agenda” structured into the experience
- Promote academic, career and personal development

How Do Internships Benefit Employers?

- Year round source of highly motivated pre-professionals
- Proven, cost-effective way to recruit and evaluate potential employees while lowering training costs and turnover rates
- Students bring new perspectives to old problems
• Quality candidates seasonal positions or special organizational projects
• Flexible, cost-effective work force not requiring a long-term employer commitment
• Your image on campus and in the community is enhanced as you contribute your expertise to the educational enterprise

Who are ABLE Interns?
• Interns will be a part of the ABLE – Applied Business Learning Experience Internship program in the Franklin P. Perdue School of Business. They are students in their junior year or above.
• The students will have decided upon a major and are pursuing the appropriate coursework to complete their academic degree.
• They have completed their first 2 years of the program, which will include coursework in:
  o principles of accounting 1 and 2 financial and managerial accounting
  o macro and micro economics
  o micro computer use and information concepts for management
  o business statistics
  o financial management
  o principles of marketing
  o management and organization behavior
• Majors in the Perdue School of Business are:
  o Accounting
  o Finance
  o Marketing
  o Management
  o Economics
  o Management Information Systems.
• Some of these students have previous work experience, but that is not a requirement of the ABLE program.
• The purpose of the program is to provide work experience within a particular field to the student where such work is an extension of their academic studies.
• The program is designed to help the student transfer academic skills to “real world” problems and opportunities.

Each student must follow the procedures of applying for an internship through the ABLE office in the Franklin P. Perdue School of Business.
• Students apply to the ABLE program and are cleared academically to participate in an internship.
• Students choose their internship from a database of posted opportunities or students can create an internship experience using their own personal network.
• A part of the internship experience is learning the job seeking process. Students must choose which internships to apply to then do so with a cover letter and resume directly to the internship organization. Many of the students will choose to apply using email. If you prefer not to receive email applications, please inform the ABLE Director.
• The ABLE program does not “place” students in internships, students and organizations are encouraged work together to develop an internship job description that best meets the needs of all involved.
• The selection of a student intern by a company will be very similar to a selection of an employee. Companies are encouraged to interview students and make an offer of an internship opportunity to the student of their choice.
What can you expect from ABLE interns?

ABLE interns are working under specific performance standards of competency and behavior expectations. Interns are working toward meeting and exceeding four competency categories:

**Competency I: Professional Work Ethic** – *Unfailingly exhibits an understanding of the value of work and fairness, balancing personal and professional life with integrity.*
- Adheres to scheduled working hours by being punctual and prepared for work
- Investigates opportunities to continuously be a productive member of the workplace
- Meets deadlines and completes work assignments
- Recognizes and addresses problems and issues in an honest, non-judgmental way

**Competency II: Professional Demeanor** - *Consistently demonstrates respect, responsiveness, and professionalism with colleagues, subordinates, supervisors and customers from all backgrounds and levels.*
- Dresses professionally and appropriately
- Accepts feedback from co-workers and supervisor
- Performs all duties in a courteous and prompt manner
- Interacts with fellow employees in a considerate and helpful manner that exemplifies teamwork
- Outwardly displays a positive, helpful attitude no matter how demanding or inconvenient requests might seem

**Competency III: Communication** - *Ensures that key issues are addressed and that important information is shared quickly and effectively up, down and across the organization.*
- Listens attentively to others’ perspectives and ideas without interrupting
- Presents information clearly, accurately and effectively in both written and verbal formats
- Takes action to help ensure understanding of ideas and decisions prior to implementing them
- Exchanges information and interacts electronically in a clear, concise and acceptable manner
- Selects and uses appropriate technology to monitor tasks, convey information, work creatively, and develop professional documents and publications

**Competency IV: Problem Solving** - *Demonstrates critical thinking based upon in-depth data gathering, corroborating information, considering others’ input, and personal values and ethics.*
- Gathers, analyzes, evaluates and synthesizes information/data using multiple sources
- Asks questions and seeks assistance from others
- Generates multiple potential solutions
- Offers practical and informative solutions
- Recognizes opportunities
- Utilizes a variety of technologies to convey specific information
When can I get an intern for my company?

The university academic calendar is a little different than the “real world” business calendar. We are flexible with the start and stop dates for the internship program however; realistically the students are most often available in the fall from approximately Sept. 1 until Dec. 20, Jan. 14 until May 15 and June 1 until Aug 31.

We cannot guarantee an intern exactly when one is requested; however, we will post the opportunity and attempt to find a student to work with each company. We do ask for the patience of our company partners in regard to timing. We will work diligently to advertise your internship opportunity through the many venues we have available. Organizations are always welcome to assist with advertising their internship opportunities through participating in classroom visits, on-campus events such as informational sessions and job and internship fairs. The ABLE program encourages organizations to display marketing materials from their organization in the Student Services Center.

What is the process for getting an intern?

The first step would be to gather as much information as possible regarding the Internship Program. You may wish to contact the Franklin P. Perdue School of Business ABLE Internship office at 410-546-6427 and schedule an appointment with the ABLE Director. You can also visit the ABLE website at: http://www.salisbury.edu/schools/perdue/able.htm. Read through this booklet; follow the guiding information to develop your quality internship.

The second step is to contact the ABLE Director and request to have your internship opportunity posted for students to view and apply to. This request can be made by submitting to the ABLE Director your completed Internship Job Description detailing what types of internship activities you would like an intern to do.

The third step is to review resumes of candidates as they arrive at your organization via mail, email, fax or were hand delivered by the student applicants. Using the contact information listed on the resume, call the students you feel best fit your needs. We recommend that you interview students to determine the best candidate and make an offer.

Finally, when a student accepts your internship offer they will present you with their Student Enrollment Packet of information which will contain the forms necessary for the student to seek credit for their internship. You will be asked to update the Job Description form and sign the Academic Credit Agreement.

Once a student has been accepted into a position and registered for our internship class you will receive a welcome letter from the ABLE program with contact information for the class faculty. Communication between the faculty mentor and the site supervisor is important. You will continue to receive regular communications from the ABLE office during the semester of the experience.
Considerations Before You Hire an Intern

Designing an internship program that meets your needs
As varied as companies are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you? Begin by thinking through and discussion the following considerations:

Set goals
- What does your company hope to achieve from the program?
- Are you a small company searching for additional help on a project?
- Is your company growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn’t have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

As many staffing professionals may know, in order for a program to be successful, it will require the commitment of management. After all, management may be the people providing the internship supervision. A careful discussion with management in the organization can create a consensus on program goals that can be understood by all involved.

Define a job or project
- Carefully plan and write out your internship program and goals. Use the Available Internship Position – Job Description form in this booklet.
- Draft a job description that clearly explains the job duties or a specific project?
- Structure the internship ahead of time so that you can be sure to meet your goals and the goals of the student and not find yourself floundering partway through.
- Once completed, fax the Job Description form back to the ABLE office for posting to our database.
- Will you pay the intern? If so, how much? Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives.
  - Points to keep in mind:
    - The decision to pay or not pay for an intern is solely made by the internship organization.
    - Students should be informed during the interview process that the position is a paid or unpaid internship.
    - While seeking internship opportunities, students are counseled to apply to opportunities that will offer the best experience while addressing long-term goals and career objectives. Students are counseled against applying to internships based solely on pay.
  - Pay alternatives
    - The most common is an hourly wage, determined at the onset of the internship. Other options include a weekly stipend to cover expenses such as parking, lunch, driving or predetermined
payment based on a project completed to satisfaction

- Many times organizations ask how much to pay.
  - Determine what you would pay if you were hiring a permanent employee to complete the work - then:
  - Pay the student a percentage of that wage, normally 70% - 80% of the normal wage.
  - This formula ensures the student is paid a fair wage for work performed while leaving the learning experience the central objective of the internship

Other considerations:

- **Where will you put the intern?** Do you have adequate workspace for them? Will you help him or her to make parking arrangements, living arrangements, etc.?

- **What sort of academic background and experience do you want in an intern?** Decide on standards for quality beforehand — it will help you narrow down the choices and find the best candidates.

- **What will the intern be doing?** Be as specific as possible. Interns, like others in the process of learning, need structure so they don’t become lost, confused or bored. This will not be a problem if a clear job description is established.

- **The importance of a good experience.** Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they’re likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students for next year.

- **A very important part of your plan should be the assignment of a mentor or supervisor** — that is, someone from the intern’s department who will be in charge of the intern. This person doesn’t have to be a teacher per se, but should be selected because he or she likes to teach or train and has the resources to do it. If the person you select has never mentored an intern before, give him or her some basic training in mentoring. It is important to identify someone as the internship (site) supervisor because the intern’s performance will be evaluated at least twice during the program.

**Recruit an intern(s)**

- How will you find those ideal candidates to fill your internship position(s)? *The number-one tip from those who have established programs is to get your internship opportunity posted early.*
  - Interns are rather cyclical; they tend to be active in the internship search process during the second half of a semester into the beginning of the next semester. Pro-active, motivated and prepared students will apply to good opportunities early on.
Begin accepting applications for your internship three to four months before you need a student to begin. The longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with him or her.

You can play an active role in recruiting interns; review the Active Search for Interns section later in this booklet.

- **Choose your interns just as carefully as you’d choose permanent employees.** After all, they might be permanent employees some day. You’re making an investment of time and money will go into this person.
  - This is where the interview will come in handy;
    - Is the intern truly motivated, or does he or she just want a job?
    - Will the intern fit into your organization’s culture?
    - Does he or she have the level of experience you need?

- **Learn the legal implications** of hiring interns. Just like any other workers, they are subject to legal protections and regulations. Protect yourself and your intern by knowing the laws: How much can you pay him or her? What work can and can’t you assign? This is especially important if your company employs international students, who need special qualifications to work in the U.S. Consult your corporate lawyer or the intern’s school office of international education, if you think you might run into problems. (see legal section later in this manual)

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**Manage the intern(s)**

Intern’s unlike regular employees, normally need more direction and socialization. The beginning days of the internship program are often its defining days. When you give them their first tasks, you’re signaling what can be expected in the future. If you give them nothing or very little to do, it sends a message that this job will be easy — and boring. Interns don’t want that, and of course, neither do employers. The organization of your internship program will probably be the single most important influence on an intern’s impression of your company, and thus the chances that he or she will come back. **So how do you “plan for success”?**

- **First things first:** Orient your intern to his or her new workplace.
  - This might take the form of a conventional orientation program or merely a walk around the office, depending on the size of your company.
  - Give interns an overview of your organization; some companies give talks or hand out information about the company’s history, vision and services.
  - Explain who does what and what the intern’s duties will be.
  - Introduce him or her to co-workers and point out the kitchen and bathroom.
  - Making your intern at home in the office is your first step to bringing him or her back.

- **Give your intern the resources he or she needs to do the job.** That may sound obvious, but you’d be surprised at how many companies stick their interns out in the hallway or transfer them from desk to desk. That sends a potent message you don’t want to send: **Interns aren’t important; we don’t want you here.**
  - Give the intern a desk, point out the supply room, and introduce the tech support people.
  - Encourage the intern to ask questions if they feel they need something.
• **Keep an eye on the intern.** This doesn’t mean to watch their every move, but do make sure you know what the intern is working on each day.
  - Watch for signs that the intern is confused or bored.
  - As often as silence means that an intern is busy, it also could mean that he or she is confused and shy about telling you so. It’s easy to be shy in a workplace full of older strangers who all know each other.
  - See whether the intern is trying to do anything that requires someone else’s input.
  - Make sure that work is taking precedence over web browsing.
  - Paying attention early helps you head off problems and bad habits early on.
  - Along those same lines, it’s important to **give them lots of feedback!**
    - Tell them if their work is measuring up to your expectations.
    - Let them know if their work is officially “okay”.
    - Periodically, examine what your intern has produced and make suggestions.

• **Evaluate the intern’s progress every now and then.** Remember those goals you outlined before? A few weeks after the internship begins, it’s time to see how well you and your intern are meeting those goals.
  - You might consider regular evaluations on an informal level such as occasional lunches with the intern and/or the intern’s mentor.
  - Formal evaluation will be done through Mid-term and Final Evaluation forms that will arrive in the mail at the mid-semester mark and again at the end of the semester.
    - Please complete these forms in a timely manner and return them to the ABLE office for distribution to the faculty mentors.
    - As an added bonus, these evaluations will be handy later if you decide to interview a former intern for full-time work, or to publicize how successful your program has been. Maintaining program popularity will require hard evidence that your company is getting a return on its investment.
    - Some companies have adopted a process of **formal exit interviews.** Some companies have the intern evaluate the experience and the company as well. Through this process they can determine if interns are leaving the company having had a good experience and provide valuable feedback to managers and for program planning in the following year (see Exit Interview later in this booklet).
    - In addition to qualitative measures, a number of quantitative measures have also been adopted. Some common measures include the number of interns that become full-time employees; repeat requests for interns from managers; and growing numbers of intern applicants. In order to successfully measure your own program outcome, you should return to the stated program goals, and address those outcomes.
Booklet Summary and Reference Sheet

This is a quick summary of the information contained in this booklet. Use it as a reference sheet to assist you as you design an internship program that meets your needs.

Step 1: Know who you are and what you need
- What does your company hope to achieve from the program?
- Are you a small company searching for additional help on a project?
- Is your company growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn’t have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

Step 2: Write a Plan and find a space
- Draft a job description that clearly explains the job’s duties
  - Use the Worksheet for Designing an Internship Description to develop your ideas
  - Write your ideas down on a Contact Information and Internship Description Form
  - Fax the form back to the ABLE office for posting to our database.
- Where will you put the intern? Will you need specialized or additional equipment for the student to use?
- If it will not be you who will be supervising the intern; work with whoever will be the supervisor to be sure they are informed, motivated and available to meet the needs of the intern.

Step 3: Recruit an intern(s)
- Finding the right interns
  - With your Internship opportunity posted at the university, students will apply to you
  - You can search for interns and invite them to apply to your internship using the ABLE Program erecruiting.com web presence
- Interview interns - Know the student’s expectations
  - Will the student be receiving course credit for this internship?
  - What are the course requirements?
  - When can the student start? When should the internship end?
  - What hours will the student be available?
  - Are there any holidays during the semester the student may be leaving campus for?
  - What paperwork will be required?
  - What does the student hope to learn during their internship?

Step 4: Manage the intern(s)
- Orient your intern to his or her new workplace.
- Give your intern the resources he or she needs to do the job.
- Keep an eye on the intern - give them lots of feedback.

Evaluate the intern’s progress regularly. Communicate with the Program Director and faculty regarding your intern’s progress and abilities.
KEY POINTS

- What can your company gain by using an intern? Establish company goals first.
- Write a plan for work activities.
- Identify the type of student you need and what compensation, if any, you can offer.
- Recruit and select an intern with the same diligence you would any full-time employee.
- Identify a mentor and site supervisor and clearly communicate the company’s expectations through an orientation.
- Frequently monitor the intern and provide guidance and support as needed.
- Complete regular evaluations as requested.
- Conduct an exit interview at the end of the internship experience.

“Not until I had hands-on experience in the business world could I be sure that I had chosen the correct future for myself. My summer internship allowed me to handle the day-to-day business problems that textbooks simply cannot explain. The single most important strength of this internship has been the type of learning that took place.”

Student comment
Legal Issues

Do you have to pay interns?
The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least $500,000.00, severely restricts an employer’s ability to use unpaid interns or trainees. It does not limit an employer’s ability to hire paid interns.

You don’t have to pay interns who qualify as leaders/trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

1) Interns cannot displace regular employees
2) Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience)
3) Interns are not entitled to wages during the internship
4) Interns must receive training from your organization, even if it somewhat impedes the work
5) Interns must get hands-on experience with equipment and processes used in your industry
6) Interns’ training must primarily benefit them, not the organization

Workers’ and Unemployment Compensation
Workers’ compensation boards have found that interns contribute enough to a company to make them employees. It’s wise to cover interns under your workers’ compensation policy even though you aren’t required to do so. Student interns are not generally eligible for unemployment compensation at the end of the internship.

Keep In Mind
Even if a student is working through a school program for which he or she is being “paid” in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns make ideal workers — hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.

The employer should identify the specific terms and conditions of employment (e.g., dates of employment as intern, including date internship will end; compensation; organizational and/or reporting relationships; principal duties, tasks or responsibilities; working conditions; confidentiality; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may make good sense to document such a discussion with a written agreement setting forth both parties’ understandings, and have it signed by both the employer and the intern.

If an intern is harassed at your organization, and you don’t do anything about it, your organization opens itself to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organization’s harassment policy and complaint procedures.
International Students
The most common visa types employers will see on college campuses, when recruiting international undergraduate or graduate students for either full-time or internship positions are the F-1 and J-1 visas.

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

- The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.

- Curricular Practical Training: An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The INS defines this type of training as ‘alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.’

- Post-Completion Practical Training: This is temporary employment directly related to the student’s major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part-time work. Those on a student visa can only gain authorization once for this type of training.”

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

Employers can take advantage of a nationwide service provider who handles all the necessary paperwork and processing for international students to work in an organization. The largest provider is:

Immigration Support Services
1300 Bent Creek Blvd.
Mechanicsburg, PA 17055
Web: www.immigrationsupport.com
Ten Concerns about Interns and Internships

1. Give us real work!
It can’t be said too many times that interns want to work and learn. The Perdue School of Business cannot accept internships that involve mostly clerical or low-skill tasks. Students receive academic credit in their major for an internship – thus the experience must extend the curriculum.

2. Do what you say, and say what you do!
Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes (only on occasion; not as a regular task), then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing “grunt work,” then bad feelings will develop. Honesty doesn’t cost you anything, and it will make the interns feel that much more respected.

3. Give us feedback!
Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.

4. We want to be included too!
Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern’s work, the product will be much better.

5. Please explain.
When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who’s never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. I want a mentor!
Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.

7. A minute of your time please.
The best mentor in the world is useless if he or she can’t or won’t spend the necessary time mentoring. As newcomers, interns may not speak up if they’re feeling ignored, so the burden of making sure they’re okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

8. Be prepared!
That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.

9. Um…I need a chair.
It is amazing how many employers hire an intern and don’t think about the fact that they will need a desk, chair, phone and a computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.

10. Show me the money (as best you can).
While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.
Developing Work Activities and Measurable Learning Objectives

A large part of producing effective position descriptions involves the development of challenging work assignments that complement students' academic programs. One way to do this is to design a preliminary list of work activities that will fit the needs of your department. A detailed description of typical tasks will help the college to promote your internship experience, and to screen the right candidates for the position. Later, when the interns you select join your team, you will have a chance to review the work activities and modify them according to the interns' knowledge and personal work/learning goals.

As part of the educational process, internship work activities should focus on projects specifically related to the academic major and the degree the interns expect to receive. Students are not approved for internships that involve menial tasks. Applying their knowledge to a business environment is what an internship is all about.

While many students work (or have worked) at part-time jobs to finance their education, an internship does not fall into the category of a job. It is actually part of their academic program and should offer every opportunity to link classroom learning to workplace experience.

Undergraduate students expect and appreciate clear direction regarding what is expected of them and frequent feedback concerning what and how they have done. (In their academic environment, clear direction and periodic feedback is the way of life.) It is also most important that the interns perceive their work is making a useful contribution to the sponsoring organization.

A particular concern at the undergraduate level is that the work assignments provide the interns with a variety of tasks, while accommodating the needs of the organization. Of course, some of the interns' responsibilities will involve repetition, because all work involves some repeated activity. We are suggesting, however, the program be designed to maximize the scope of the students' organizational experience. Sample tasks that undergraduate students have provided for their sponsoring organizations include the following:

- writing handbooks or manuals
- designing posters, charts, graphs
- generating financial forecast and cost recovery reports
- performing software/hardware modifications
- conducting studies and surveys
- developing slide/sound presentations
- compiling technical reports
- conducting research
- generating marketing plans
- conducting training packages
- preparing budgets and financial reports

Developing challenging work assignments relative to the students' abilities is a major thrust of the position description. Your final internship description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.
KEY POINTS

- Describe challenging, but realistic tasks students can accomplish within a three-month period.
- Identify outcomes or expected products.
- Be willing to incorporate the students' particular strengths.
- Show how this work relates to the overall efforts of the department or organization.

NOTES

“My internship experience was a great learning experience. It provided me with insight and knowledge that is only obtained through direct contact with employees and customers. My supervisor provided me with an unconditional learning environment where I was able to express my ideas and concerns without hesitation. This internship was an invaluable learning experience.”

Student comment
Worksheet for writing your Internship Job Description

To assist you as you decide what you will have a student do as an intern in your organization, use the Category and Content table below. There are six categories you should include in your description. Activities listed in the Content column are suggestions – your actual activities may differ; employers are encouraged to include unique activities more specific for your organization.

<table>
<thead>
<tr>
<th>Category</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>The purpose of this internship is to prepare college juniors and seniors for entry into the business world by providing a thorough understanding of the XXXXX functions of a XXXXX organization to include theory and practical application of attained knowledge.</td>
</tr>
<tr>
<td>Internship Duties (in objective form)</td>
<td>Learning activities for the student. Can be a mix from several majors</td>
</tr>
<tr>
<td>Major specific</td>
<td>Business Management</td>
</tr>
<tr>
<td></td>
<td>• Develop an entrepreneurial business mentality.</td>
</tr>
<tr>
<td></td>
<td>• Experience how major companies rate and communicate employee performance</td>
</tr>
<tr>
<td></td>
<td>• Witness ethics, compliance and business conduct issues pertaining to our industry</td>
</tr>
<tr>
<td></td>
<td>• Learn time management requirements when working with individual agents or teams</td>
</tr>
<tr>
<td></td>
<td>• Manage a budget along with the firm’s director and help to move the department to a neutral cost burden within the firm</td>
</tr>
<tr>
<td>Marketing/Sales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn the needs of the small business and individual target markets</td>
</tr>
<tr>
<td></td>
<td>• Learn how to apply marketing skills and tactics</td>
</tr>
<tr>
<td></td>
<td>• Develop presentation skills</td>
</tr>
<tr>
<td></td>
<td>• Learn marketing tracking techniques</td>
</tr>
<tr>
<td></td>
<td>• Develop and coordinate firm wide mailing campaigns</td>
</tr>
<tr>
<td></td>
<td>• Learn the elements of and assist in the execution of Event Planning for clients and prospects</td>
</tr>
<tr>
<td></td>
<td>• Experience the necessity of detailed market research</td>
</tr>
<tr>
<td></td>
<td>• Learn and manage a firm wide Database information system to execute specific local campaigns and initiatives</td>
</tr>
<tr>
<td></td>
<td>• Become familiar with our software programs and current marketing strategies and materials</td>
</tr>
<tr>
<td></td>
<td>• Develop competencies in market planning and plan management</td>
</tr>
<tr>
<td></td>
<td>• Work with the firm’s unassigned client base in developing communication tactics</td>
</tr>
<tr>
<td></td>
<td>• Report directly to the firm’s Marketing Director for additional marketing related duties</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn accounting software by assisting in the full implementation of the software</td>
</tr>
<tr>
<td></td>
<td>• Learn billing software and how it is integrated into an accounts receivable component</td>
</tr>
</tbody>
</table>
Internship Duties
(in objective form)
Learning activities for the student. Can be a mix from several majors

• Learn how to prepare all financial statements for external and internal reporting
• Assist with preparation of annual tax return and single audit requirements of the Federal Government
• Learn fundamental accounting for 3rd party insurance billing, accounting for government contracts (cost reimbursement and unit cost), and accounting for MOU's and MOA's
• Learn payroll tax accounting by pay period, monthly, and annually which will include filing of W-2 and tax reconciliations
• Assume responsibility for accounts payable process using our software program including the classification of invoices for payment and processing check requests
• Learn cash management and cash flow analysis for management review team
• Learn bank statement reconciliation process on a daily and monthly basis through utilization of on line banking software
• Understand how generally accepted accounting principles and practices are integrated into day to day practical business enterprise environment

Finance

• Prepare research reports on publicly traded common stocks as assigned by the intern’s supervisor
• Prepare an evaluation of corporate bond ratings as assigned by the intern’s supervisor
• Prepare an evaluation of municipal bond ratings as assigned by the intern’s supervisor
• Assist with account reviews and preparation for account reviews
• Updating client portfolio values, returns, risk statistics
• Develop Excel spreadsheets to show current Realized/Unrealized gains/losses
• Gain understanding of portfolio diversification (i.e. fixed income, equities)
• Learn the duties of an escrow accounting department
• Assist with balancing cases, preparing checks, disbursing checks and reconciling escrow bank accounts
• Learn duties in preparation of settlement statement.
• Communicate with lenders to coordinate pre-closing and post-closing activities

Information Systems

• Learn and develop skills in information technology to include networking of computers, system wide back up of data, and off-site storage of data
• Develop skills to communicate with IT professionals who specialize in Systems Software Design Engineering and Computer Programming
• Assist staff in performing system backup and maintenance functions
• Assist in installation of PC hardware and software.
• Assist in network and hardware troubleshooting
**Internship Duties**  
*(in objective form)*  
*Learning activities for the student. Can be a mix from several majors*

- Assist in performing preventative maintenance and upgrades on servers
- Assist Network Engineer with current projects.
- Perform special projects as determined by the information systems staff
- Assist in needs analysis for projects; in research for solutions for needs
- Assist in updating user and technical documentation.
- Assist in the maintenance and performance tuning of application databases
- Create and publish interactive reports.
- Assist in managing, maintaining, developing, designing and updating the intranet
- Assist with the Web Content Management System for our public website
- Gain hands on practical experience to the full gamut of Help Desk roles and responsibilities
- Run calls to troubleshoot desktop problems for Macintosh and PC computers

**Generalized (for all majors)**

**Product/Service**

- Understand the basic target marketing of (product or service)
- Gain substantial knowledge into our industry/field/product or service)

**Personal Development**

- Develop planning, organizational and time management skills
- Increase knowledge of computer skills and technology
- Develop team-based work competencies
- Develop interpersonal skills in order to communicate with employees
- Develop interpersonal skills in order to communicate with day-to-day business contacts through follow up calls
- Develop interpersonal skills in order to communicate with external clients

**Selection Criteria**
*What kind of student are you looking for?*

- Local college juniors and seniors with a 3.0 GPA or better
- Energetic, organized and detailed, skilled with today’s technology
- Active in extra curricular activities within community and campus life
- Highly developed interpersonal skills and the ability to work well in a team-based environment
- Independent worker
- Ability to dedicate 10-15 hours per week to this intern program

**Program Incentives**
*Something to entice the students to your opportunity!*

- The primary incentive in this program is the opportunity to investigate a career opportunity in the XXXXX industry with hands on experience prior to graduation. Once completed, the intern will have sufficient knowledge necessary to determine if a career in the XXXXXX industry is the right opportunity to pursue
- You will be participating in actual campaign development
and roll out. Pre, present and post activities of the campaign to include but not limited to, actual follow-up and tracking of the campaign results
- You will work directly with the XXXX Director or supervisor to develop campaigns and effectively manage them within the firm
- You will develop skills vitally important in today’s business environment including team-based interaction, the ability to manage outcome without having direct authority over others, and the capability to aid in the definition and the direction of the local firm’s initiatives
- You will gain a full understanding of the day-to-day operations of a XXXXXX organization

<table>
<thead>
<tr>
<th>Work Schedule</th>
<th>Method of Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Hours/days the student will work</em></td>
<td><em>Paid or not-paid – it's up to the organization</em></td>
</tr>
<tr>
<td>Your work schedule will include business management sessions, training classes and marketing sessions with your direct supervisor as well as other managers in the firm</td>
<td>Although this internship is unpaid, we will work with the student and his/her school to assist the individual in receiving college credit</td>
</tr>
<tr>
<td>An intern should expect to spend a minimum of 10-15 hours per week in structured activities in our local office</td>
<td>A stipend, or reimbursement for expenses incurred on the students behalf may be considered</td>
</tr>
<tr>
<td>On the job training will occur daily at the direction of the intern supervisor</td>
<td>Student will be paid an hourly wage to be determined at the onset of the internship experience</td>
</tr>
<tr>
<td>The intern will be scheduled to work a full 9 hour day one day each week – day to be determined</td>
<td>Schedule will be flexible based on student schedule and academic responsibilities related to current semester course load</td>
</tr>
</tbody>
</table>
Orientation Checklist

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who don't. To help acclimate the interns, please take time initially to:

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

**Explain the Organization Structure**
- Who reports to whom?
- Who, specifically, is the intern's supervisor?
- What is the intern's department responsible for?
- How are decisions made?
- Which personnel can answer different kinds of questions?

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

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

**Monitor the Intern's Adjustment and Understanding of What is Expected**
- Make yourself visibly available to the intern
- Assign someone who can periodically "check-in" with the intern
- Provide feedback and constructive criticism
- Force the intern to ask questions
KEY POINTS

- Develop a thorough orientation and training plan to be implemented when the interns begin work, so they will learn quickly and become productive members of your team.
- Invest supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

NOTES

"I found the intern program to be a real asset to our business. We have had several interns in different areas of our company. They were enthusiastic, willing to work hard and well prepared. This was a real opportunity for both our company and for the students."

Company comment
Supervising Your Intern

As an intern supervisor, you use all the skills necessary in any effective supervisory relationship:

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

Additionally, the students will look to you as a mentor who will assist their transition from the classroom to the work environment. Since the internship is an extension of the learning process, you will need to provide opportunities to bridge the two experiences.

Supervisor and Students

- Meet with your interns regularly to provide feedback concerning their performance use the opportunity to coach, counsel and reinforce positive attitudes and performance. During these meetings, the students can:
  - report on the status of a project
  - ask questions
  - learn how their work is contributing to the organization
  - participate in an evaluation of their strengths
  - discuss areas needing growth and development
  - get a sense of what kind of work lies ahead

Supervisor and Faculty

- You should anticipate that you will have some interaction with your students' internship faculty mentor through telephone calls, on-site visits, and written evaluations.
- We will help you find a solution if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts).

Supervisor and ABLE Director

- Get in touch with the ABLE Director if the internship conditions must be altered, such as a change in supervisors, delays in the availability of data needed by the students to complete an assignment, a strike by unionized employees, transfer or termination of an employee involved in the interns' work, or other unanticipated changes. Use the forms provided by the ABLE Program to evaluate your interns' performance at the midpoint of the internship, so the students know where they stand.
KEY POINTS

- Maintain an open channel of communication with formal and informal meetings.
- Keep the interns busy and directed towards their learning objectives. Students rarely complain of overwork, but they do complain if they are not challenged.
- Provide opportunities for increasing responsibility.
- Encourage professionalism by assisting the interns in developing human relations skills, decision-making abilities, and managing office politics.
- Remember that you are a role model.
- Develop connections.

NOTES

“Our intern has all the traits and characteristics that employers are looking for. He’s bright, curious, serious and learns quickly. There was nothing that he would not tackle and try. A good problem solver. This year my internship program was great. Our intern was an ideal candidate. This is our 11th year with interns. It will continue.”

Company comment
Your Organization Can Be Active in your Search for Interns

ABLE Partners can search our on-line Internship Resume Book to find quality candidates for their internship opportunities.
Go directly to the source – these students are currently seeking internship opportunities
Why not invite them to apply to your internship.

Here’s how you do it:
Using your internet browser (explorer works best) go to the URL: 
http://www.erecruitingnetwork.com/ev/security/login.jsp

On the right side of the screen in the Member Login area type:
Email address: ABLEprogram@salisbury.edu
(not an active email but gets you into the database)
Password: ABLE (all upper case letters)
Click on the link for Resume books

From the Drop Down Menu – Choose Internship Book and click search

View academic information of students that have published their resumes for employer review. Click on the page icon ☐ to view a resume
Become a Partner with the ABLE Internship Program

The following pages are blank ABLE internship documents for your reference.

**How to use these documents:** Save these forms as originals. Make copies of them as necessary. Each intern, upon acceptance of your internship offer, will present you with their Student Enrollment Packet that will contain these same documents. It is recommended that for each internship acceptance, the site supervisor and the intern work together to discuss the completion of the necessary documents.

- **Available Internship Job Description Form**
  - If this is your first contact with the ABLE Program please complete an initial internship job description form, you may be asked to update the description for each student you mentor. If you have hosted interns in the past and will be repeating the duties of the original job description, you may write “As previously posted” in the Internship duties section of the form in the Student’s packet.

- **ABLE Internship Credit Agreement**
  - Presented by each intern to their site supervisor for signature prior to the start of the internship

- **ABLE Internship Learning Goals & Objectives Agreement**
  - Presented by each intern to their site supervisor for signature prior to the start of the internship

**Internship Evaluation Documents**
The following documents are EXAMPLES of Internship evaluation forms. These are blank forms for you to keep on file. The evaluations that you will be asked to complete will arrive in the mail or by email when it is time for you to complete them.

- **Mid- Semester Evaluation Form (green)**
  - Mailed directly to the site supervisor at the beginning of the internship
  - Complete and return this form to the ABLE office approximately 5 weeks into the internship

- **Final Company Evaluation Form (blue)**
  - Mailed directly to the site supervisors approximately seven weeks into the internship
  - Complete this evaluation and return to the ABLE office when the student has completed the internship

**For your own organizational self-assessment**
The final document in this section an Exit Interview that you may choose to complete with your intern(s) when their time with you is just about complete. Use this self-assessment for continuing improvement of the program or internships that you offer within your organization

- **Exit Interview- Company Self-evaluation (white)**
  - An assessment tool organizations can use to place closure on an internship experience and receive feedback from their interns
Name of Company: ____________________________________________________________

Company Address: _______________________________________________________________________

Contact Person and Title: _____________________________________________________________

Telephone Number: _________________________ FAX Number: ______________________________

Website Address: __________________________ Contact Person Email: _______________________

Ownership Type (please circle): Non-Profit Private Public Other: ___________________________

Industry Classification: __________________________________________________________________

Employer Size (please circle): 1-20 21-50 51-100 101-500 1,001-5000 5001+

Approximate hours internship is available per week: _______________________________________________________________________

Internship Status (please circle): Paid Internship Non-Paid Internship

Do you currently host an Intern from the Perdue School of Business? (please check below)

_____ No, this is my first request for an intern.

_____ Yes, I have previously hosted an intern

Would you like to receive material/information from our Career Services Department regarding activities and Job fair events? YES NO

Please provide a brief overview of your organization: (optional – attach brochures or marketing materials)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(over please)
<table>
<thead>
<tr>
<th>Category</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td><em>The overarching reason for bringing interns into your organization</em></td>
</tr>
<tr>
<td><strong>Internship Duties</strong></td>
<td><em>(in objective form)</em> <em>Learning activities for the student. Can be a mix from several sub-categories</em></td>
</tr>
<tr>
<td><strong>Selection Criteria</strong></td>
<td><em>What kind of student are you looking for?</em></td>
</tr>
<tr>
<td></td>
<td>Junior only  Senior only  both Specific majors: ____________________________ Other Criteria: ____________________________</td>
</tr>
<tr>
<td><strong>Program Incentives</strong></td>
<td><em>Something to entice the students to your opportunity!</em></td>
</tr>
<tr>
<td><strong>Work Schedule</strong></td>
<td><em>Hours/days the student will work</em></td>
</tr>
<tr>
<td><strong>Method of Compensation</strong></td>
<td><em>Paid or not-paid – it’s up to the organization</em></td>
</tr>
</tbody>
</table>

(Please attach additional pages if necessary)

PLEASE RETURN THIS FORM TO:
Ellen Pettingill, ABLE/Internship Program
Salisbury University, Perdue School of Business
1101 Camden Avenue, Salisbury, MD  21801
Telephone number: (410) 546-6427  FAX number: (410) 548-2908  Email address: espettingill@salisbury.edu
Franklin P. Perdue School of Business
ABLE Internship Credit Agreement

Part I. To be completed by the Student

I __________________________________________ ________ have accepted an internship position with ______________________________________ during the _________________ semester of 20_____.

(organization)

• I understand that the internship is based on self-directed learning; therefore open, honest communication with the site supervisor and faculty supervisor is imperative.
• I agree to complete a minimum of 100 hours over a minimum time period 10 weeks.
• I agree to complete all academic and work assignments promptly and to the best of my abilities.
• I agree to familiarize myself with and adhere to relevant organizational arrangements, procedures and functions and uphold appropriate standards of ethical/professional conduct.
• I will strive for all work and academic assignments to be carried out in a reliable and efficient manner.
• I will respect and adhere to the employer’s rules and regulations (i.e. dress code, confidentiality, etc.).
• I will strive to be fair, considerate, honest trustworthy and cooperative when dealing with co-workers.
• I will adopt a professional work ethic that characterizes sound theoretical principles and a personal value system congruent with the basic tenets of the organization or corporation.
• I agree to enhance my professional effectiveness by improving skills and acquiring new knowledge.
• I will respect and adhere to the employer’s rules and regulations (i.e. dress code, confidentiality, etc.).
• I will strive to be fair, considerate, honest trustworthy and cooperative when dealing with co-workers.
• I will adopt a professional work ethic that characterizes sound theoretical principles and a personal value system congruent with the basic tenets of the organization or corporation.
• I agree to enhance my professional effectiveness by improving skills and acquiring new knowledge.
• I will strive to be fair, considerate, honest trustworthy and cooperative when dealing with co-workers.
• I will adopt a professional work ethic that characterizes sound theoretical principles and a personal value system congruent with the basic tenets of the organization or corporation.
• I agree to enhance my professional effectiveness by improving skills and acquiring new knowledge.

Student signature:__________________________________________Date __________________

Part II. To be completed by the site supervisor

I _______________________________________ at ______________________________________ agree to participate with the Applied Business Learning Program at the Franklin P. Perdue School of Business at Salisbury University by employing ______________________________________ for a minimum of 100 hours and a minimum of 10 weeks on-site work unless terminated for cause. I have discussed this internship with the student.

I agree to assign work to the Intern that supports the spirit of a learning experience.

• I agree to meet with the Intern regularly and make myself available for counsel and advice for the duration of the internship.
• I agree to provide a training program and professional work experience that will be adhered to during the duration of the internship.
• I agree to participate in site visits with the Internship Coordinator or faculty sponsor.
• I will provide on-the-job training for student in a professional, safe environment.
• I agree to offer periodic verbal feedback to student about performance.
• I agree to assist in evaluating the Intern and the internship at/near the midpoint of the internship term (5 weeks) and upon completion of the internship.
• I agree to consult with faculty advisor regarding student progress or concerns about student’s performance.
• I will determine if the internship will be unpaid, paid or offer a stipend.

Site Supervisor Signature: _____________________________________ Date:__________________

Your acceptance of our student as an intern at your office is also acceptance of the risks that attach whenever untrained personnel work on your systems, accounts, records, and in other facets of your business. Salisbury University will work with you to help minimize those risks upon your request.
Part III. Department Approval

After reviewing the Internship Job Description I approve this internship for credit.

Date __________ Chair or designee: ______________________________________________________

Notes: ____________________________________________________________________________

Part IV. Credit Course Registration (Completed by Student and ABLE Director)

Student Responsibilities

**With enrollment in the course listed below:**

- I understand it is my responsibility to make the initial contact with the faculty to obtain a syllabus.
- I agree to adhere to class rules and to participate in course activities as outlined in the syllabus course schedule by the faculty.
- I agree to remain with the documented internship placement for the duration of the semester.
- I understand if any of the circumstances of my internship change during the semester I am to inform both the course faculty and ABLE Director in a timely manner.
- I understand that if I am released from my internship for cause I will receive a failing grade for the course.
- I understand that if I choose to withdraw from the class due to illness or other reasons beyond my control it is my responsibility to apply for a refund of the tuition costs according to the schedule published in the Salisbury University Registration Bulletin.

SEMESTER: ____________________________________

COURSE: _____________________________________

FACULTY: ____________________________________

FIRST CLASS MEETING: __________________________

Class Number: ______________

Class Permission number for Gull net registration: ______________________

Students you now have access to register via GullNet for your internship class. Please register within 24 hours of receiving your permission number. The permission number is for you and for you only. Do not share it with anyone else.

STUDENT SIGNATURE __________________________________ DATE ________________

ABLE DIRECTOR _________________________________ DATE ________________
ABLE Internship Program
Learning Goals & Objectives Agreement

PURPOSE:
This assignment offers your site supervisor and your Internship Seminar faculty insight into what you hope to accomplish in this internship as a learning experience. It is a written agreement developed between you and your site supervisor. Your Learning Goals & Objectives Agreement needs to be completed and turned into your Internship Seminar faculty no later than the third week of the internship. The exact deadline will be announced by your faculty.

ASSIGNMENT:
1. Read the SAMPLE of a properly completed assignment
2. Develop your own goals, objectives and measures
3. Meet with your site supervisor for discussion, approval and signature
4. Turn this assignment in to your 490/491 Internship seminar faculty on or before the due date

You will be identifying one learning Goal in each category. From each goal (intent) you will create one objective (action) and offer a measure (proof) for your objective.

Category 1: Skill Development:
This category relates to skills specific to your academic area of study or occupation; and/or general skills such as oral and written communication, critical thinking, organization, problem solving, decision making, leadership, interpersonal relationships, technical, computer, etc.

Category 2: Academic Learning & Applications:
This category relates to the ideas, concepts, or theories of the concentration or major field of study

Category 3: Personal Development:
This category relates to self-confidence, self-awareness, self-management, sensitivity and appreciation for diversity, clarification of work and personal values, career awareness and professional development, etc.

SAMPLE of a properly completed assignment. Use this sample to help you with this assignment

- Write a Goal (intent) for Category 1: Skill Development:
  Example: My goal is to practice my public speaking skills

- Now, write an Objective (action): This objective must be measurable
  Example: I will work with my site supervisor to develop and deliver the PowerPoint and presentation at the Annual Shareholders Meeting.
  Hint: to be sure your objective is measurable-say this to yourself: add the words “Watch me” before the verb(s) in your objective. i.e. “Watch me work with my site supervisor.” “Watch me develop and watch me deliver the PowerPoint and presentation Annual Shareholders Meeting.
  If the “Watch me” technique works – your objective is measurable.

- Finally, state how you will Measure your objective (proof you’ve worked toward meeting your goal):
  Example: I will deliver the opening statement and executive summary of our presentation. After the meeting my boss and I will discuss my performance.
Learning Goals & Objectives Agreement

Please Print Clearly

Student Name: _____________________ Internship site: __________________________

Goal for Category 1: Skill Development:

Objective:

Measure:

Goal for Category 2: Academic Learning & Applications:

Objective:

Measure:

This is a sample form. Students will present you with an actual learning goals agreement from their Student Handbook that they have completed and will request your approval of their goals and measures.

Objective:

Measure:

Goal for Category 3: Personal Development

Objective:

Measure:

We the undersigned, agree to the validity of the learning goals & objectives as stated above. We agree that the internship will not conflict with attendance at regularly scheduled classes and that the student intern will adhere to the policies and procedures of the sponsoring organization. The organization has reviewed the learning goals & objectives outlined on this form and agree to provide training, supervision, evaluation and consultation to support the learning agreement.

Student signature: __________________________________________ Date __________

Site Supervisor Signature: _________________________________ Date __________
Company Mid-Term Evaluation of Student Intern  
Applied Business Learning Experience Program

Company_________________________________________ Review date:______________________
Student's Supervisor_________________________ Student Intern ____________________________

Year: 20____  Internship Period: (circle one)  Spring  Summer  Fall

Below are Four Performance Standards and their accompanying behavior elements. Please evaluate your intern by circling either exceeds, meets or does not meet in the shaded box. Comments are encouraged.

| I  Demonstrating professional work ethic through behaviors listed below:                                                                 |
|---|---|---|---|
| Adhering to scheduled working hours by being punctual and prepared for work | Exceeding Standard | Meeting Standard | Not Meeting Standard |
| Investigating opportunities to continuously be a productive member of the workplace | | | Comments: |
| Meeting deadlines and completing work assignments | | | |
| Recognizing and addressing problems and issues in an honest, non-judgmental way | | | |

| II  Demonstrating professional demeanor through behaviors listed below:                                                |
|---|---|---|---|
| Dressing professionally and appropriately | Exceeding Standard | Meeting Standard | Not Meeting Standard |
| Accepting feedback from co-workers and supervisor | | | Comments: |
| Performing all duties in a courteous and prompt manner | | | |
| Interacting with fellow employees in a considerate and helpful manner that exemplifies teamwork | | | |

| III Demonstrating communication competence through behaviors listed below:                                           |
|---|---|---|---|
| Listening attentively to others’ perspectives and ideas without interrupting | Exceeding Standard | Meeting Standard | Not Meeting Standard |
| Presenting information clearly, accurately and effectively in both written and verbal formats | | | Comments: |
| Taking action to help ensure understanding of ideas and decisions prior to implementing them | | | |
| Exchanging information and interacting electronically in a clear, concise and acceptable manner | | | |
| Selects and uses appropriate technology to monitor tasks, convey information, work creatively, and develop professional documents and publications | | | |

| IV  Demonstrating problem solving competence through behaviors listed below:                                         |
|---|---|---|---|
| Gathers, analyzes, evaluates and synthesizes information/data using multiple sources | Exceeding Standard | Meeting Standard | Not Meeting Standard |
| Asks questions and seeks assistance from others | | | Comments: |
| Generates multiple potential solutions | | | |
| Offers practical and informative solutions | | | |
| Utilizing a variety of technologies to convey specific information | | | |
Communication with the student's faculty mentor to date

<table>
<thead>
<tr>
<th>Excellent  (Regular contact)</th>
<th>Fair  (Some contact)</th>
<th>None  (I have not heard from a faculty mentor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the major activities of the Student Intern to date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment on the Student Intern's general work competence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have there been any changes in the Student Intern's work description presented at the beginning of the semester? (if yes, please explain)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the Student Intern's strengths?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What areas of the Student Intern's work could be improved? Are steps being taken to help the student improve?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Company Final Evaluation of Student Intern  
Applied Business Learning Experience Program

**Company_____________________________________ Review date:__________________________**

**Student's Supervisor________________________ Student Intern _____________________________**

**Year: 20__**  
**Internship Period: (circle one) Spring  Summer  Fall**

Below are Four Performance Standards and their accompanying behavior elements. **Please evaluate your intern by circling either exceeds, meets or does not meet in the shaded box. Comments are encouraged.**

<table>
<thead>
<tr>
<th>I Demonstrated professional work ethic through behaviors listed below:</th>
<th>Exceeded Standard</th>
<th>Met Standard</th>
<th>Did Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhered to scheduled working hours by being punctual and prepared for work</td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigated opportunities to continuously be a productive member of the workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met deadlines and completed work assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognized and addressed problems and issues in an honest, non-judgmental way</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II Demonstrated professional demeanor through behaviors listed below:</th>
<th>Exceeded Standard</th>
<th>Met Standard</th>
<th>Did Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dressed professionally and appropriately</td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepted feedback from co-workers and supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed all duties in a courteous and prompt manner</td>
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<td>Interacted with fellow employees in a considerate and helpful manner that exemplified teamwork</td>
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<td></td>
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</table>

<table>
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<tr>
<th>III Demonstrated communication competence through behaviors listed below:</th>
<th>Exceeded Standard</th>
<th>Met Standard</th>
<th>Did Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listened attentively to others’ perspectives and ideas without interrupting</td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented information clearly, accurately and effectively in both written and verbal formats</td>
<td></td>
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<td>Took action to help ensure understanding of ideas and decisions prior to implementing them</td>
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<td>Exchanged information and interacted electronically in a clear, concise and acceptable manner</td>
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<tr>
<td>Selected and used appropriate technology to monitor tasks, convey information, work creatively, and develop professional documents and publications</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV Demonstrated problem solving competence through behaviors listed below:</th>
<th>Exceeded Standard</th>
<th>Met Standard</th>
<th>Did Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathered, analyzed, evaluated and synthesized information/data using multiple sources</td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked questions and sought assistance from others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generated multiple potential solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered practical and informative solutions</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Utilized a variety of technologies to convey specific information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Comment on your communication with the student's faculty mentor:**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Fair</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular contact throughout the internship)</td>
<td>(Some contact)</td>
<td>(I did not have any contact with a faculty mentor)</td>
</tr>
</tbody>
</table>

If there were a job opening at your organization and you were in a position to do so: would you offer employment to this intern?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

Was your experience with the internship program a positive one?  YES  NO

Comments:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

Would you suggest any changes or improvements to the internship program to better meet your needs?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

Do I have your permission to discuss this evaluation with the student?  YES  NO

Would your organization like to continue as a partner company with the ABLE Program?  YES  NO

When would you like to have another intern?

<table>
<thead>
<tr>
<th>Fall semester</th>
<th>Spring semester</th>
<th>Summer</th>
<th>Please call - I have questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please call - I have questions
An exit interview with your intern

**What is an exit interview?**

An exit interview is simply a conversation between a departing intern and their site supervisor or a designee from the organization. The interview can follow a structured format or be conducted on an informal basis; written questionnaires can even be used in place of a face-to-face meeting. Whichever format is used, exit interviews are generally documented.

Exit interviews are a good way to bring closure to the internship experience. But the real value of the exit interview is most clearly for the employer, who can use it as a reality check, a trend-spotter, and an informal but significant review to see how your internship experience is affecting student personal and professional growth and learning.

The ABLE program supports employer use of exit interviews. It is your choice to incorporate this practice into your internship; the ABLE program does not need copies of your completed exit interviews. They are for your records.

To help you decide if you wish to incorporate an exit interview, we have attached an exit interview format for you to use. Feel free to modify the format/questions to best fit your organization’s needs. We have purposely left blank space on the form so you can copy it to your letterhead.

**What are the benefits?**

The exit interview is an important learning tool for employers. Properly conducted, it provides the employer with the opportunity to:

- Explain company policies relating to departing employees (e.g., trade secret confidentiality, restrictive covenants or non-compete agreements)
- The possibility of future re-employment or extending the internship beyond the crediting semester
- Offer references or letters of recommendation toward the intern’s future career endeavors
- Ensure the return of keys, security cards, and company property
- Obtain information about how effectively the internship was managed and how the internship department operates
- Obtain feedback about the intern’s opinions and attitudes about the company
- Learn of potential changes in policies and practices that may make the internship more competitive (e.g., compensation, flexible work arrangements, project work, etc.)
Name: ______________________________________________
Company: ____________________
Internship Dates: ________________

Please complete the following survey regarding your internship. If you find any question not relevant to your participation, please leave blank.

<table>
<thead>
<tr>
<th>Please Rate Your Internship Experience on this scale:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job description has been clearly defined to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have been given adequate support by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) My immediate supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The company</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) People in the company workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that the work I am doing is worthwhile.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have contributed to the planning and direction of my internship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The internship is fulfilling most of my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am learning more from the internship than anticipated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that the knowledge I am gaining could not have been learned in a comparable period of time in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The internship is helping me define my career goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am developing skills that will be very helpful to me in the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Do you feel that your company knew enough about its supervisory role? Please include a description of this supervision in your answer.
2) If you feel that your internship could be improved, please describe how this could be achieved. (Relative to responsibilities, supervision, etc.)

3) What changes would you suggest that would improve the administration of our programs?
Local Contact Resources

For further information on becoming an active partner with the Franklin P. Perdue School of Business ABLE Internship program please contact:

Ms. Ellen Pettingill
Director ABLE Internship Program
Franklin P. Perdue School of Business
Salisbury University
1101 Camden Avenue
Salisbury, MD 21801
Phone: 410-546-6427  Fax: 410-548-2908
espettingill@salisbury.edu
www.salisbury.edu/schools/perdue/able.htm

For Information on internships in fields other than Business, job fairs, and permanent job placements, please contact:

Dr. Becky Emery
Director Career Services
Salisbury University
1101 Camden Avenue
Salisbury, MD 21801
Phone: 410-543-6076  Fax: 410-546-6910
raemery@salisbury.edu
www.salisbury.edu/careerservices.htm

National Resources

National, member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, should be consulted.

Cooperative Education and Internship Association (CEIA)
4190 S. Highland Dr., Suite 211 Salt Lake City, UT 84124
Phone: 800-824-0449
Fax: 801-984-2027
Web: www.ceiainc.org

National Association of Colleges and Employers (NACE)
62 Highland Avenue
Bethlehem, PA 18017-9085
Phone: 800-544-5272
Fax: 610-868-0208
Web: www.naceweb.org

National Society for Experiential Education (NSEE)
9001 Braddock Road, Suite 380
Springfield, VA 22151
Phone: 800-528-3492
Fax: 800-803-4170
Web: www.nsee.org