

GRAND VALLEY STATE UNIVERSITY CAREER CENTER
EMPLOYER INTERNSHIP GUIDE





TABLE OF CONTENTS

Internship vs. Part-time Job or Volunteer Position	1
Considerations When Preparing to Host an Intern	2
Creating an Effective Internship Job Description	3
Sample Internship Description	4
The Interview	5
Welcoming Your New Intern	6
Internship Learning Objectives	7
Supervising and Mentoring	8
Five Tips to Remember	9

Appendix

Frequently Asked Questions	i-iii
Sample Internship Contract	iv
Sample Employer Evaluation of Intern	v-vi
Employer Opportunities for Involvement	vii

Thank you for your interest in Grand Valley State University student interns! Recruiting great talent is often a large undertaking. One low cost way to “test” an employee’s capability is to hire them as an intern. Internship experiences allow you to involve students in meaningful, productive work while energizing your organization with fresh ideas. They can be a powerful recruiting tool, allowing you to see a student’s on-the-job performance before extending a full-time employment offer.

INTERNSHIP VS. PART-TIME JOB OR VOLUNTEER POSITION

Before hiring an intern, **identify what specific type of work needs to be completed.** This will help you better identify the type of position for which you should be hiring. To be considered an internship, a position must:

- Be an **extension of the classroom** — a learning experience that applies the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or the work that a regular employee would routinely perform.
- Have a defined **beginning and end** (typically one semester or 15 weeks) and a job description with desired qualifications (see page 3).
- Have clearly defined **learning objectives/goals** related to the professional goals of the student’s coursework (see page 7).
- Be **supervised by a professional**, preferably with expertise and background in the field (see page 8).
- Offer **routine feedback** from the supervisor and a formal evaluation at the end of the experience.
- Provide **resources, equipment, and facilities** that support learning objectives/goals.
- **Not** take place in a **private home**.

An internship may also be a part-time job if the student is being paid like other employees. **The key difference is the learning objectives and supervision that the student receives.** These help the student connect the world of work to his/her field of study. If a part-time associate would be better suited than an intern, you can post the position with the GVSU Student Employment Office at gvsu.edu/studentjobs/.

In some cases, internships may be unpaid, making them feel like a volunteer experience. It is the **learning objectives** and **supervision/mentorship** that take a volunteer position to the internship level. An intern is expected to keep a **consistent work schedule** and have **responsibilities like a staff member**. If a volunteer will better suit your needs, you can post the position with the Community Service Learning Center at gvsu.edu/service/.

Feel free to contact the internship specialist at the GVSU Career Center if you have questions about what type of student/position would best suit your needs.

Internships and Academic Credit

A student may or may not receive academic credit for the internship. If a student wants academic credit for the internship, **it is up to the student to establish this through his/her academic department.** There is little difference between students who receive credit and students who do not. An agreement form and evaluation may be required for the credit-seeking student. In fact, we recommend the completion of both whether the student receives credit or not.

It is at the discretion of the student’s faculty internship coordinator to determine if an internship is credit-bearing. The faculty coordinator also will give the student his/her final grade. Students can be paid while still receiving credit. For more information on **academic requirements** (as they vary by department), please visit: <http://gvsu.edu/careers/internships-co-ops-29.htm/>.

CONSIDERATIONS WHEN PREPARING TO HOST AN INTERN

As you think about hosting an intern, it is important to make sure your organization is ready. Start by reviewing this checklist to see where your organization/department stands. While it is not required that you have a check in each box, it is good to begin thinking about the following considerations:

Resources

- We have the **time** to support an intern.
- We have the **human resources** to support an intern.
- We have the **physical resources** to support an intern. This may include:
 - A safe, adequate work space
 - Access to computers
 - Internet access
 - Telephone and mailbox
 - Business cards and reference materials
 - Parking
- We have the **financial resources** to support an intern. Although not required, some suggested forms of compensation include:
 - Hourly pay
 - Monthly or semester stipend
 - Scholarship
 - Tuition payment
 - Commitment to assisting student in receiving academic credit
 - Benefits
 - Payment for incidentals (mileage, per diem, overnight travel, etc.)
 - Professional development opportunities (conference fees or additional training opportunities)

Work/Projects

- We have **quality work assignments** for the intern. These may include:
 - Assisting/creating/overseeing specific programs or projects
 - Participation in staff or team meetings
 - Ability to shadow upper-level leadership
- An intern will be able to **apply the knowledge** they have learned in the classroom to the workplace.
- The work assignments will be attainable yet challenging for the intern.

Supervision

- We have **someone to train, supervise, and mentor** an intern. Responsibilities may include:
 - Creating an orientation for new interns
 - Holding one-on-one weekly meetings with the intern
 - Being open and available to answer questions
 - Providing the intern with career development opportunities outside of their other duties
 - Outlining learning objectives with the intern
 - Helping the intern reflect on how their internship relates to their classroom learning
 - Evaluating the intern's performance halfway through the internship and again at the conclusion of the experience
- The intern's supervisor should have some degree of **expertise** in the area in which the intern will be working.

CREATING AN EFFECTIVE INTERNSHIP JOB DESCRIPTION

Creating accurate job descriptions is essential to the recruitment process as it helps clarify who is responsible for what within your department and company and helps the intern better understand the responsibilities of the position. An effective job description also helps you establish a better applicant pool, which will help you identify the best candidate for the position. The following elements should be included in an internship job description:

1. **Organization name/department:** Include the name of the organization, division, and department as well as the location of the organization.
2. **Job title:** It's best to have the title relate to the type of work being performed (marketing intern is better than intern).
3. **Reports to:** Include the title of the intern's superior, where the superior is located, and describe the management structure.
4. **Job objective:** Explain the impact this position will have on the organization and how it fits into the overall mission/goals. Students appreciate knowing that what they do has meaning.
5. **Responsibilities and accountabilities:** Describe the principle duties, continuing responsibilities, and accountability of the position.
6. **Required/preferred qualifications:** Focus on specific skill sets rather than majors/academic programs. GVSU has more than 200 programs; we wouldn't expect you to list all the ones relevant to the position that's available.
7. **Any form of compensation:** Don't feel restricted to hourly pay. Compensation could include a one-time stipend, free membership to a professional association, or free parking. Think creatively in terms of what the intern will be getting out of the experience.

It's important to note that offering college credit is not a form of compensation as it is at the discretion of the academic department whether or not an internship is considered credit-bearing. An alternative may be letting the student know you are willing to work with his/her academic department to help them receive credit. Reimbursing a student for college internship tuition would also be considered compensation.

8. **Description of organization/company:** Many students may not be from the area so it is helpful to include a few sentences about your organization/company.
9. **How to apply:** Students can apply directly to you or you can have them apply through LakerJobs, our posting system.

SAMPLE INTERNSHIP DESCRIPTION

Company name: Best Company

Job title: Business Development Intern

Reports to: Vice President of Business Development, Jane Boss

Opportunities and experiences for the intern:

The business development intern will be a vital part of a rapidly evolving start-up, Best Company, as well as an established and expanding nonprofit, 501(c) (3) registered philanthropic foundation. The position will provide the opportunity to turn knowledge obtained in the classroom into significant business development activities. Daily involvement with professionals who bring many years of experience in both the for-profit and nonprofit sectors will provide the intern with valuable insight into the entrepreneurial process, while at the same time allow and encourage the intern to contribute new information and a fresh perspective to the mix.

Duties and responsibilities:

The intern will assist and participate with the company/foundation president and the vice president of business development, as well as the board chairman, business consultants, and contractors in all aspects of the department including but not limited to:

- Networking (both in-person and online) with prospective business associates and fellow social entrepreneurs
- Capital and equity investment, and nonprofit fundraising activities
- Proposal and grant writing
- Product and market research

Required skills and attributes:

- Familiarity with the principles of the Triple Bottom Line
- Desire to learn and understand the marketing and sales strategies required to serve the “base of the pyramid” consumers and business entities in the developing world
- Open-minded and sensitive to the cultural, ethnic, religious, and daily activity norms of individuals from around the world
- Able to adapt manner and communication style to accommodate those for whom English is a second language
- Highly focused on providing customer support and service that exceeds expectations
- Excellent writing skills across a variety of formats (e.g., business emails, grant proposals, Web and social media content, etc.)

Compensation: \$12/hour

How to apply: Email resumé, cover letter, and writing sample to Jane.boss@bestcompany.com.

THE INTERVIEW

Interviewing intern candidates is very similar to interviewing candidates for permanent positions. This is a very important step in the recruitment process as you want to **make sure the intern will provide you with the skills and abilities you're looking for**, as well as **fit in with the culture** of your organization. If you have not conducted an interview before, you'll find a sample outline below, including helpful questions and tips on using the interview to find the best candidate.

1. **Open the interview** (1–2 minutes)
 - a. Build friendly rapport through small talk.
 - b. Provide an overview of the interview.
 - c. Indicate that the student will have an opportunity to ask questions later.
2. **Ask questions and gather information** (15 minutes)
 - a. Tell me about yourself.
 - b. Why are you interested in this position?
 - c. Why are you interested in this organization?
 - d. How has your coursework prepared you for this internship?
 - e. What are your short- and long-term career goals?
 - f. Tell me about a time you:
 - Had to deal with a conflict
 - Worked as part of a team
 - Used creativity to solve a problem
 - Dealt with a difficult customer/supervisor/colleague
 - Managed a stressful situation
 - Handled multiple tasks simultaneously
 - g. What are your strengths/weaknesses?
 - h. Ask specific questions related to technology/methodology used in your field.
 - i. Questions to **avoid**:
 - How old are you? Do you have a disability? Are you married/have kids?
What is your nationality?
3. **Allow intern to ask questions** (5 minutes)
 - a. Be prepared to answer questions about the position, expected training, company structure, and company products.
 - b. Assess the quality of the intern's questions.
4. **Give information** (1–2 minutes)
 - a. Discuss candidate's availability for the internship to ensure your needs are met.
 - b. Discuss any academic requirements if the student is seeking course credit.
5. **Wrap-up** (1–2 minutes)
 - a. Close on a positive note.
 - b. Briefly describe the next steps, giving an estimate of when the student will hear from you.
 - c. Avoid making statements that may be interpreted as a promise of employment.
6. **Evaluate the candidate against the requirements for the position**
7. **Follow up with candidates promptly**
 - a. Extend an offer to the candidate whom you have chosen.
 - b. Send rejection letters to students who do not match your requirements.

WELCOMING YOUR NEW INTERN

Helping an intern feel welcome and comfortable within your organization/department is very important. It will help the intern become settled in his/her role and, in turn, provide you with the results you're looking for more quickly. Below you'll find a sample orientation outline that will help your intern find his/her place within your organization.

Sample orientation outline

1. Review organization's and department's **missions**.
2. Give the intern a feel for the **organizational structure**; provide an organizational chart or staff list with phone numbers.
3. Have the intern complete **the same orientation** as new full-time staff members, if applicable.
4. Explain the **need-to-know** items:
 - a. Parking
 - b. Work station
 - c. Specific work dates and times
 - d. Office hours, breaks, and lunches
 - e. Intranet
 - f. Using office equipment, such as copy machine and phone
 - g. Dress code
 - h. Attendance and punctuality
5. Review organizational and employee **policies**, including your technology policy with regard to personal use of social media, iPod, and cell phones.
6. Review the internship and complete the **Internship Contract** (see Appendix page iv); identify and discuss
 - a. Main projects
 - b. Job description
 - c. Results expected
 - d. Action plan
7. Set regular **evaluation meetings** (one in 30 days and one at the end of the internship).
8. Inform the intern of **departmental or staff meetings** that he/she is expected to attend, and provide time during those meetings for the intern to report progress on his/her project.
9. Identify a **back-up supervisor or support person** who can answer the intern's questions if his/her regular supervisor is unavailable.
10. Ensure that your intern understands his/her **responsibilities**.
11. Provide a **tour of the facility** and an **introduction to staff members**.

INTERNSHIP LEARNING OBJECTIVES

One of the distinguishing factors of an internship is the connection between academics and hands-on experience. This is often accomplished through **learning objectives**.

What are they?

Internship learning objectives help the student **identify what he/she is learning** throughout the internship experience by connecting competencies to specific projects or tasks. Although many internships completed for academic credit require the student to identify key skills he/she will be gaining throughout the experience, it is recommended that all interns identify key skills. Learning objectives also provide supervisors with concrete examples for evaluation purposes, both midway through the internship as well as at the conclusion of the experience.

How do you write them?

Learning objectives should be **written by the intern in conjunction with his/her supervisor**. The student should identify **three to five key elements they hope to learn** while completing their internship. These skills can be specific to the student's field, or more general skill sets he/she wants to enhance. It's important to make sure the learning objectives are measurable and achievable.

Once the learning objectives are identified, the supervisor can help the student pinpoint the projects or work assignments that will help achieve the student's objectives. Keep in mind that the learning objectives are not all about the student and should align with goals of the organization/department.

Sample Learning Objectives

Learning Objective #1:

Gain an understanding of how a nonprofit organization operates and identify if this is the industry I would like to enter upon graduation.

Task/Work Assignment #1:

To understand how a nonprofit organization operates, I will be assisting in all areas of the organization such as recruiting volunteers, assisting the executive director with budgeting, contributing to the planning of the Big Apple Fundraiser, and researching grant funding opportunities. Through these activities I will have a better sense of the industry and if it's a good fit for me.

Learning Objective #2:

Enhance my written communication, specifically in regard to effective press releases, public service announcements (PSAs), and media kits.

Task/Work Assignment #2:

One of my main tasks will be advertising for the organization's big event: the Big Apple Fundraiser. To help recruit volunteers and increase the attendance of donors I will be working with my direct supervisor to create press releases, PSAs, and media kits.

SUPERVISING AND MENTORING

One of the great benefits of hiring a student intern is that **he/she often brings a fresh new perspective** to the organization and/or department. That being said, the internship is still a learning opportunity, and effective supervision is essential to make sure the experience is successful for both the intern and organization.

Communication is critical when it comes to supervising an intern. This helps to ensure expectations are clearly defined and both the student and supervisor have the same understanding. It is recommended that weekly meetings are established in which the intern and supervisor can talk briefly. In addition, it is helpful for the intern to have another person he/she can go to with questions in case their direct supervisor is unavailable.

Being a mentor

Providing a solid supervisor is important, but **providing a mentor can take the internship experience from good to great!** A mentoring relationship is similar to that of a supervisor relationship. However, the mentor helps the student draw the connection between what they are doing in the workplace to what they have learned in the classroom through reflection. Having the intern **complete a self-evaluation** halfway through the experience, and again at the conclusion of the internship, is a great way to do this. In addition, a mentor may help the intern make **professional contacts** by taking the intern to networking events or professional development opportunities, as well as encouraging the intern to step outside of his/her comfort zone.

Providing feedback

Interns love to hear how they are doing. Don't be afraid to provide **constant constructive feedback** throughout the course of the internship. In addition, it can be helpful for the intern and supervisor to discuss the student's **learning objectives** at the halfway point of the internship to make sure the intern is on track and meeting the supervisor's expectations. Conducting an evaluation at the conclusion of the experience is a great way to end the internship, and it also helps the intern identify both strengths and areas for improvement, which might also be required if the intern is receiving academic credit. In this case, it is recommended to review the evaluation with the intern, if possible. A sample evaluation is located in the Appendix.

Handling difficult situations

While most internship experiences go very well for the intern and the organization, it is possible to find it necessary to part ways with an intern. Like any other employee within the organization, an intern should not be given special treatment when it comes to disciplinary action. **It is important to discuss and document the issue with the intern as soon as an issue arises.**

In the event that the situation cannot be rectified, terminating the internship is an option. Please don't hesitate to contact the Career Center or the student's faculty advisor (if the student is doing the internship for academic credit) should you encounter this type of situation.

FIVE TIPS TO REMEMBER

Creating an internship program for your organization doesn't have to be complicated or time consuming. By remembering and following these easy tips, you will not only be able to assess a potential hire, but help a student find meaningful experience in his/her field of interest.

Tip #1 Recruit the best talent

Having the best internship program available won't do you much good unless you have the best students participating. To increase your applicant pool, take advantage of the many services offered through GVSU's Career Center. Directors in the center interact on a daily basis with faculty members and students and are able to promote your internship opportunities. Getting connected with student organizations, hosting informational sessions, and participating in campus recruiting events are great ways to create a brand on campus and get to know and network with students and faculty members. Also, being open to a variety of majors will widen your applicant pool and help you find the best candidate for your organization's culture and values.

Tip #2 Provide meaningful work experiences

An internship is an opportunity for students to learn not only about your field, but your organization as well. By immersing the student into your culture and providing real expectations, you are better able to establish "fit" and get an idea of the student's potential. Ultimately students should be able to have both tangible and intangible evidence of their work and know that they made a contribution. Some ways to do this may be to have interns go through the same orientation/training sessions as full-time staff members, provide shadowing opportunities, or rotate assignments. The bottom line is that you want the student's work to be productive for your organization and applicable to his/her major.

Tip #3 Be a positive mentor

When supervising an intern, it is important to remember that while the student is expected to contribute to your organization, he/she is still learning. To keep the best students (and possibly transition them to full-time employees) interns need to feel challenged, yet supported. Establishing learning objectives is a helpful guide for both you and the intern. This helps provide structured projects and activities for the student, and allows you the opportunity to provide constructive feedback on the student's work.

Tip #4 Offer compensation and/or benefits

The great thing about hiring an intern is that you can do so for much less than a full-time or even part-time employee. Bearing this in mind, one of the best ways to attract students and make them feel valued is through compensation. This can be done by offering hourly pay, a set amount for the semester (stipend), scholarships, or different types of fringe benefits (e.g., paid meals, merchandise, gift cards, etc.).

You also may want to investigate grant-funding opportunities, especially if you are a nonprofit organization. Be sure to clearly communicate on the job description any perks that are included. Knowing that the student will have something tangible to show for their contributions will encourage them to work harder, as well as provide positive (and free) marketing for your organization.

Tip #5 Always look for ways to improve

Developing a successful internship program does take practice and some trial and error. To ensure you are doing all you can to establish an effective internship initiative, be sure to continuously get feedback from all participating parties, especially students. You want a program that is adaptable to your organization's changing needs in order to ensure you are getting the most out of your intern and that he or she is getting the most out of the experience as well.

APPENDIX

Frequently Asked Questions

What benefits will my business or organization gain by having an internship program?

Your organization can benefit in many ways by having an intern. Students are energetic and eager to learn new things. They also are up-to-date on the latest theories and patterns in their particular field. With this experience, student interns can help bring exciting change to your organization.

Internship programs are highly cost efficient for employers. You can recruit new full-time employees from your pool of interns. By trying out the intern in the company prior to hiring them full-time, you ensure that you are hiring only the best workers for your company.

How much of a time commitment will hosting an intern require?

The amount of time required for an intern varies for each company. There typically is more time needed before the internship begins and at the beginning stage of the internship. The initial time commitment consists of hiring the student(s) and identifying assignments. Once an intern is selected, training is needed. Some companies require more time to train or orient a student than others. Once the student is trained, the time commitment tends to decrease. Some of the time will be spent on regular meetings between the supervisor and the student.

What should my business or organization do to ensure a quality internship program?

- Provide substantive and challenging work experiences for students with a minimum of “gopher work.”
- Plan ahead to provide opportunities for interns to apply principles learned in and outside of the classroom. Consider organizing your internship(s) around a specific goal or project.
- Orient student interns regarding company culture, office procedures, company policies, and specific job duties.
- Provide ongoing, structured supervision by a primary supervisor (weekly preferred), opportunities for feedback, and adequate opportunities for students to ask questions. Consider extending a mentor/mentee relationship opportunity.
- Allow student interns to observe and interact with professionals in action (i.e., participating in staff and client meetings, attending presentations, and talking with professionals in the department about their jobs and career paths).
- Identify and develop specific skills (e.g., research, writing, computer, and presentation skills).
- Provide evaluation of overall experience, closure through recognition of intern contributions, reflection on learning experiences, wrap-up on ongoing projects, and follow-up if necessary through letters of recommendation, and networking, etc.
- Offer professional development opportunities (e.g., presentations by upper management, information interviews with upper managers, brown bag lunch seminars) and social opportunities.
- Make career offers to the students who excel at work and in the classroom.

When should I start looking for an intern?

Typically internship descriptions are posted at least two months prior to the proposed start date with a one-month window for candidates to submit applications. It is always beneficial to consider when students are required to finalize class schedules for the next semester and when class registration begins. Students typically need to have secured an internship by the last week of August (fall semester), second week of January (winter semester), and first week of May (spring/summer semester) to receive academic credit for the internship.

How many hours can a student work?

This depends on the department requirements for academic internships and labor laws. The intern can be part-time and work less than 20 hours per week or full-time and work 40 hours or more per week. If a student is in school full-time, 10–15 hours per week is recommended.

How does a student obtain academic credit for internship experience?

Credit requirements for internships vary by academic program. It is the responsibility of the student to ensure academic requirements are being met.

What if I want to hire the student at the end of the internship program?

Make an offer to the student at the end of the internship program before they begin interviewing with other employers.

What do I do with a problem student?

First, address the student directly. Clearly define the issue and spell out a recovery plan with actions required, a timeframe for reassessment, and consequences if improvements aren't realized. Contact the Career Center and/or the academic department as needed. It is important to note that an intern is like any other employee, and it is okay to let them go if things are not working out.

Are the internships paid or unpaid? How much are intern students paid?

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, 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.

Intern students should be fairly compensated for the work they contribute. Evaluate the intern's level of responsibility, experience, and skill sets when deciding on an appropriate wage. You may choose to pay the intern hourly, in a lump sum at the end of their experience (stipend), or through benefits (e.g., housing, living expenses, etc.). If you cannot "pay" your intern, consider other incentives, such as taking them to lunch or offering merchandise, discounts on products, gift cards, etc.

Is my organization responsible for providing insurance or benefits to the intern?

Normally, only full-time employees are eligible for benefits provided by the employer. Interns are short-term employees and are, therefore, ineligible.

What if I want to hire an international student?

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 nonimmigrant visa for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program and 12 months of post-program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa. Authorization for employment is strictly limited to certain situations.

- The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted for two reasons: (1) the student has sustained unforeseen economic hardship; (2) an employer is unable to hire a U.S. worker for the position and wants to hire the student. In the latter case, the employer must file an attestation that it has recruited unsuccessfully for 60 days and will pay the student the same or higher than the prevailing wages for the job in that geographic area. 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 naceweb.org/.

You may also want to review the Global Talent Retention Initiative of Michigan at migtri.org/.

Sample Internship Contract

The following contract is designed to assist in providing a high-quality internship experience for both the intern and the employer. This form should be completed together by the intern and the immediate supervisor or mentor. Both parties should provide input into the completion of the form and agree to the terms outlined. Students receiving academic credit for the internship will often have their own academic contract to complete.

Please note: This is not a legal contract.

Student Name: _____			
Local Address: _____	_____	_____	_____
Address	City	State	Zip Code
Local Student Phone Number: _____			
Date Internship Begins: _____		Ends: _____	Rate of Pay: _____
Internship Employer: _____			
Internship Address: _____			
Address	City	State	Zip Code
Employer/Supervisor: _____		Title: _____	
Supervisor's Phone: _____		Supervisor's E-Mail: _____	

Goals to accomplish during internship: _____

List the projects that will be assigned to the intern: _____

Other goals: _____

I agree to participate in the internship program for the dates indicated above.

Employer's/Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

SECTION I

Intern Name: _____ Date: _____ Date of Internship: _____

Supervisor Name: _____ Title: _____

Organization: _____ Telephone: _____

Address: _____
(Number, Street, City, State, and Zip code)

Website: _____ E-Mail: _____

Intern Responsibilities: _____

SECTION II Please check appropriate response regarding student intern below.

Relationships with people inside and outside the organization	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Objectively considered other people's ideas and opinions				
b. Worked well in team setting				
c. Was receptive to supervision				
d. Assimilated into culture of organization				
Comments:				
Work habits and attitude	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Was punctual and dependable				
b. Contributed in a positive and pleasant manner				
c. Demonstrated initiative				
d. Conducted himself/herself in a professional manner				
Comments:				
Communication	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Thoughts and ideas were clearly verbalized				
b. Written communication was understandable and clear				
c. Asked appropriate and timely questions				
Comments:				

Task/project results	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Tasks were completed in an efficient manner				
b. Quality of completed tasks met expectations				
c. Deadlines were met				
Comments:				
Other skills	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Able to learn new skills				
b. Effectively solved problems using critical thinking skills				
Comments:				
Academic preparedness	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Was academically prepared for internship				
Areas where the intern was well prepared:				
Areas where the intern was not prepared:				

SECTION III

Feedback for GVSU's Internship Program

1. What aspects worked well?

2. What aspects could be improved?

Immediate Supervisor Printed Name

Student's Signature

Supervisor's Signature

Employer Opportunities for Involvement

Career and internship fairs

Job fairs are a great way to connect with GVSU's talented undergraduate and graduate students. Participating in a career fair helps you

- Enhance your campus presence
- Highlight your organization, distribute literature, and collect resumes
- Meet face-to-face with seniors, graduate students, and alumni looking for full-time positions
- Connect with underclassmen exploring career options and looking for internships

LakerJobs

Participate in this free online system, which allows you to post full- or part-time jobs and internships, review student resumés, and conduct student interviews on campus. LakerJobs is powered through the NACElink Network, which is the chosen Web-based employment system of universities nationwide. You can connect with multiple universities all at once. To create an account, visit: gvsu.edu/lakerjobs and click on “Employers” to get started.

Career contact bank

Volunteer to be a part of a database of professionals who are willing to provide informational interviews and job shadowing opportunities. Sign up through the Grand Valley Alumni Association's LinkedIn group.

On-campus recruitment

Conduct on-campus interviews for full-time jobs, internships, cooperative education, and summer jobs.

Simulated interviews

Interact with students in a one-on-one interviewing session where you'll offer constructive feedback and assist students in developing their interviewing skills.

Panels/seminars

Help students gain firsthand knowledge about your field or job function by sitting on one of our employer panels or assisting with one of our career seminars.

On-campus presentations

Lecture on and discuss the technical and career aspects of work in the students' chosen field. This activity may be incorporated as a classroom presentation in a related course.

Information sessions

Begin building relationships with students — and informing them about the great opportunities within your company — by hosting an information table on campus.

Grand Valley State University Career Center

Career Center – Allendale Campus

206 Student Services Building

Allendale, MI 49401

Phone: (616) 331-3311

Fax: (616) 331-2070

Career Center – Robert C. Pew Grand Rapids Campus

116-B DeVos Center

Grand Rapids, MI 49504

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