

**INTERN
TODAY.**

**EMPLOYEE
TOMORROW.**

The Indiana Employer's Guide to Internships

WORK 
LEARN
INDIANA



INTERNSHIPS ARE GAME CHANGING



For the automotive plant whose intern saved the company \$66,000 through a self-developed efficiency strategy.

For the accounting intern who worked his way up to senior accountant in two short years.

And for the communications company whose interns created a speech recognition application that attracted worldwide attention for a number of medical innovations.

These real stories of internship success right here in Indiana go on and on. Our goal at Work and Learn Indiana (WLI) is to help your company or organization experience equally impactful outcomes.

WLI – formerly Indiana INTERNnet— is a program of the Indiana Chamber of Commerce that helps Indiana employers and community partners develop and retain Hoosier talent through relevant work-and-learn experiences that drive a highly skilled and equitable workforce.

WLI's online resource, workandlearnindiana.com, provides valuable information and tools to assist Indiana employers with their work-based learning programs. Its free, searchable database links employers with thousands of individuals seeking experiential learning opportunities. As a complement to our user-friendly web site, this employer's guide provides an outline for creating and sustaining a successful internship program. With tutorials, guidelines and resources, Intern Today, Employee Tomorrow is your resource for delivering a meaningful internship experience and creating a pipeline of fresh talent.

Our goal is to connect with you not only through this printed resource and web site, but also through social media, individual assistance and regional initiatives. Our efforts to reach out to talent, employers and educational institutions statewide have been met with real progress, increasing the number of experiential learning opportunities in every region annually. We invite you to partner with us in the movement to expand the creation and use of experiential learning opportunities as a key strategy in retaining Indiana's top talent.

We hope you find this guide helpful as you brainstorm, craft and reflect on your internship program. Learn more by contacting us at (317) 264-6852 or WorkandLearnIN@indianachamber.com.

Sincerely,
The Work and Learn Indiana Team

CONTENTS

INTRODUCTION TO INTERNSHIPS3
Defining Internships and Experiential Learning	3
Beginning an Internship Program	5
DEVELOPING YOUR INTERNSHIP PROGRAM6
Determining Your Organization's Needs	6
Planning Your Timeframe	7
Guidelines for Compensation	8
Identifying Meaningful Project Work	8
Mentors and Supervisors	9
Creating an Internship Description	10
Marketing Your Internship	11
Evaluating Candidates	12
Making an Offer	13
How Work and Learn Indiana Can Help	13
MANAGING YOUR INTERN.	14
Preparing for the Intern	14
Onboarding and Orientation	14
Working in a Multigenerational Office	15
Offboarding	16
UTILIZING WORK AND LEARN INDIANA'S WEBSITE	17
Starting Your Account	17
Social Media	18
IMPACT Awards	18
HUMAN RESOURCES	19
Compensation	19
International Students	20
High School Students	22
Harassment	23
Insurance and Coverages	23
Transportation and Housing	23
Undocumented Students	24
DACA Students	24
APPENDICES	25
Internship Program Assessment	25
Intern Work Plan Template	26
Sample Internship Description	27
Internship Agreement	28
Final Intern Evaluation by Intern Supervisor	30
Final Internship Evaluation by Intern	32
Internal Internship Program Evaluation by Intern Supervisor	35
DIRECTORY/RESOURCES	36

INTRODUCTION TO INTERNSHIPS



DEFINING INTERNSHIPS AND EXPERIENTIAL LEARNING

WHAT IS AN INTERNSHIP?

An internship is a form of structured and supervised experiential learning that provides internship seekers practical experience in their chosen fields. Internships encompass learning objectives, observation, reflection, evaluation and assessment.

As this guide will demonstrate, internships offer learners career exploration and skills application while providing employers creativity, enthusiasm and assistance with project work. It's a winning scenario for interns, employers, educational institutions and the state of Indiana.

WHAT ARE THE DIFFERENT TYPES OF INTERNSHIP STRUCTURES?

- **Standard:** Typically coincide with an academic semester: early September to early December for fall; early December to late January for winter; late January to late April for spring; and mid-May to early August for summer. The timeframe is approximately 12 to 16 weeks (part time or full time).
- **Project-based:** Short- or long-term (duration based on project scope and completion).
- **Micro-internship:** Short-term, project-based experiences that allow employers to hire a candidate specifically for the purpose of completing a singular project. Unlike traditional internships, micro-internships last between 10 to 80 hours as opposed to a set timeframe.

WHAT ARE THE DIFFERENT TYPES OF INTERNSHIP WORK ENVIRONMENTS?

- **In-person:** Historically, this is the most popular type of internship. The intern is expected in the office or your organization's location of operation.
- **Hybrid:** The intern works partially in person, partially remote. This is a great option if the intern's tasks do not always require their presence in the office.
- **Virtual:** While this format is still relatively new, virtual internships are just as beneficial as in-person opportunities when managed correctly.

Within these categories, internships may be for academic credit or not. Requirements vary by school and department. Interns should discuss required criteria during the interview process. Criteria typically considered include number of hours, inclusion of meaningful project work and evaluation methodology. In addition, internships may be either paid or unpaid. See *Guidelines for Compensation* (page 10) as well as the U.S. Department of Labor laws regarding payment.

WHAT IS EXPERIENTIAL LEARNING?

Internships that provide experiential learning opportunities will likely display the following:

- The intern is exposed to a variety of departments, operations, people and business settings within the organization.
- The internship supervisor provides the intern with a list of competencies or professional skills the intern should learn during the course of employment and assigns tasks that help the intern gain those competencies.
- Assigned work is at a difficulty level equal to or slightly higher than the intern's skill and knowledge level.
- Assigned work requires the intern to research answers to questions and apply skills and problem-solving abilities.
- Short-term assignments the intern completes contribute to the organization's long-term results. The intern is provided context with assignments to understand how the project fits into long-term plans.
- The intern has the opportunity to work with a team of employees on one or more projects.

Experiential learning provides learners experience within their fields of study or interest. Types vary in purpose, structure and academic relevance:

Experiential Learning	Objective	Duration	Compensation
Internship	Exploration, skill development, career experience, networking	Typically 12 to 16 weeks to a year	Yes or No*
Externship	Career observation	Typically a day to a week	No
Volunteering/Service Learning	Reflective thinking, service, citizenship	No specified timeline	No
Cooperative Education (Co-op)	Occupational preparation	Multi-semester	Yes
Apprenticeship	Skill development for a particular vocation	Typically at least one year	Yes or No

*Consult Department of Labor laws to ensure your company meets criteria



BEGINNING AN INTERNSHIP PROGRAM

Internships are mutually beneficial to employers, talent and schools. Aligning and engaging industry, education and the emerging workforce in work-and-learn models is a key strategy to Indiana's economic development. As schools and employers collaborate to educate and decrease the "brain drain," students contribute their talents to the workforce and the state at large. But work-based learning does not just apply to students. Non-students, adult learners and career changers also can make excellent interns.

Internships provide great return on investment for employers, learners and schools alike. From increasing your organization's productivity to providing real-world experience for an intern, the return on investment is significant. When it comes to experiential learning, everyone wins.

EMPLOYER BENEFITS:

- Complete project work that may be on the back burner.
- Increase productivity.
- Reduce recruiting costs.
- Bring fresh, innovative perspectives to your organization.

HOSTING AN INTERN CAN ALLOW YOU TO DO THE FOLLOWING:

- Provide a candidate with a rich learning experience.
- Influence school curriculum.
- Encourage talent to stay in their community.
- Gain short-term talent.
- Increase diversity within your organization.
- Offer management experience to employees working as intern supervisors.
- Remain competitive within your industry.
- Market your company via word of mouth.
- Begin training potential full-time employees.
- Inject enthusiasm into your organization.

INTERN BENEFITS:

- Application of academic coursework to the professional world.
- Exploration and verification of career interests.
- Ability to build resumé/portfolio.
- Fulfillment of degree requirements.
- Observation of different organizational departments.
- Discovery of talents.
- Possible college credit.
- Discovery of ideal job aspects.
- Development of responsibility and transferable skills.
- Experience living in a new area.
- Growth of professional network.
- Opportunity for possible full-time employment at internship site.

SCHOOL BENEFITS:

- Establishment of collaborative work environment between school and community.
- Increased student retention through illustration of practical coursework application.
- Enhanced school curriculum through career relevance assessment.
- Better public relations through internship success.

DEVELOPING YOUR INTERNSHIP PROGRAM



DETERMINING YOUR ORGANIZATION'S NEEDS

An internship program is a planned, formal method of integrating a candidate's knowledge with work experience. Developing an internship program will provide your organization with a greater return on investment and your intern with a richer learning experience.

A meaningful internship program is a commitment between an organization looking to meet its needs and an intern working to gain real-world experience. All internships should include: an application, recruiting, screening and interview process; a structured orientation; an assigned supervisor and mentor; and evaluation and assessment.

(See Appendix A).

When evaluating your organization's need for an internship program, consider the following questions:

- Do you have projects that continue to be placed on the back burner month after month?
- Do you need more time to complete important projects?
- Are you lacking fresh ideas and creativity?
- Could you benefit from more marketing?
- Would you like more diversity in your organization?
- Do your employees need more management experience?

To determine if an internship program is practical for your organization, consider the following questions:

- What will be the duration of the internship?
- What is the best time of year to host an intern?
- How many interns will you host?
- Do you have the appropriate staff to support an intern?
- Is there enough meaningful project work to assign?
- Will you potentially transition an intern into a full-time employee?
- Do you have the physical and financial resources to support an intern?
- How will you recruit an intern?

PLANNING YOUR TIMEFRAME

Most internships coincide with an academic semester or take place over the summer. It is recommended that internships are posted far enough in advance to gather qualified applicants, but also with consideration to a typical academic year.

SUMMER INTERNSHIPS

- Most interns can commit up to 40 hours per week
- Traditionally mid- to late May through early to mid-August
- Recommended to post internships four to six months before the start date
- Highly competitive programs recruit positions the fall prior
- Interns often apply in February or March.

FALL INTERNSHIPS

- Most interns can commit 15 to 30 hours per week
- Traditionally late August through early December
- Recommended to post internships during the spring semester
- Many make selection in late spring or early summer

WINTER INTERNSHIPS

- Generally lower pool of applicants due to school breaks and holidays
- Most interns can commit up to 40 hours per week
- Traditionally early to mid-December through mid- to late January
- Recommended to post internships at the beginning of fall semester

SPRING INTERNSHIPS

- Most interns can commit 15 to 30 hours per week
- Traditionally late January through late April
- Recommended to post internships by early October

As a general rule of thumb, employers should begin recruiting for an internship four to six months in advance of its start date to allow for a large candidate pool. Ideally, employers should select all interns at least one month before an internship start date, allowing time for interns to receive and review any pre-internship materials.

	Pros	Cons
Fall	Less competition from other organizations	Fewer full-time candidates
Winter	Great for short-term projects; additional help during holiday season	Brief time period; indiscernible timeframe; smaller candidate pool
Spring	Organizations typically have more available work	Fewer full-time candidates
Summer	Great for long projects; discernable timeframe; large candidate pool; smooth transition to hire a graduating student full time	Requires most planning; competition with other organizations
Summer	Great for long projects; discernable timeframe; large candidate pool; smooth transition to hire a graduating student full time	Requires most planning; competition with other organizations

GUIDELINES FOR COMPENSATION

Employers are encouraged to pay interns. Many interns replace part-time work with an internship to gain experience, but continue to pay tuition and housing. While there is no set hourly pay wage for interns, employers are encouraged to review their budget and intern responsibilities to determine an appropriate wage. Paid internships also indicate that the employer is investing in the intern, creating a form of prestige that is desirable to others.

Many non-profit organizations create effective unpaid internship programs. To gather a pool of qualified applicants, employers offering non-paid internships should provide a detailed position description to help candidates weigh internship experience against the need or desire to make an hourly wage.

Both paid and unpaid internship programs must abide by U.S. Department of Labor laws and guidelines. Department of Labor Fact Sheet #71 establishes the seven criteria for unpaid internships. For Fact Sheet #71 and other HR resources and guidelines, see *Human Resources* (page 21).

Organizations that qualify for non-paid internships may want to compensate their interns in other ways such as:

- free or reduced housing, parking and meals;
- mileage reimbursements when traveling;
- inviting interns to networking opportunities to help develop their professional network and
- secure future internships and/or job leads;
- collaborating with the college/university for academic credit when applicable; and
- working with the intern to establish a flexible schedule that allows them to work a part-time job while interning with the organization.

IDENTIFYING MEANINGFUL PROJECT WORK

Identifying the intern's responsibilities is the first step in developing your internship program. The "Responsibilities" section of your job description is a great starting point when identifying meaningful project work.

Given this information, applicants will have a clearer understanding of the internship and the field it will allow them to explore. In turn, employers are more likely to connect with candidates ready and able to complete project work.

While tasks such as filing, answering a telephone and assembling mailings are routine with any job, these should not be the intern's primary responsibilities. Keep in mind that the intern is participating in an internship to gain experience in their field. However, these secondary tasks need not be excluded – it is important to provide an intern with genuine work experience.

Compiling a list of your organization's needs will help develop the intern's responsibilities and project work, as well as determine the number of interns needed and the amount of work to be completed. (See *Appendix B*).

Primary Internship Responsibilities	Secondary Internship Responsibilities
Preparing budgets and financial reports	Filing financial reports
Developing audiovisual presentations	Scheduling presentation locations and dates
Performing laboratory tests	Preparing/cleaning lab area
Creating promotional materials for an event	Conducting follow-up phone calls to confirm RSVPs
Creating a blog for an organization	Monitoring and responding to blog entry comments

MENTORS AND SUPERVISORS

IDENTIFYING AN INTERN SUPERVISOR

Identify a supervisor for your intern(s) who will familiarize them with your organization, provide assignments and serve as the go-to person for questions. It is recommended that the supervisor be connected with the type of work the intern will perform to provide appropriate guidance.

If project work assignments and their priority are addressed at the internship onset, and appropriate training completed, the intern supervisor's role will become less hands on for the remainder of the internship. Intern supervisors should check in with the intern's progress regularly and be available to provide assistance as needed. However, it is important to allow the intern to feel ownership in project work and be allowed to incorporate their own style and creativity. By doing so, the intern supervisor takes on more of a coaching role, providing guidance, assistance and training as needed. Work styles differ among supervisors and interns, so it is important to find a good balance to maximize productivity.

As a general guide, an intern supervisor's responsibilities will include:

- taking part in the application, screening and interview process;
- conducting an intern's orientation;
- developing the intern's work plan;
- meeting periodically with the intern to evaluate performance and if needs/goals are being met;
- having a flexible schedule of availability to answer the intern's questions;
- providing feedback and constructive criticism; and
- assigning challenging tasks to the intern.

IDENTIFYING AN INTERN MENTOR

While the intern supervisor works with the intern on assigned projects, the intern mentor assists with "learning the ropes" of the organization and the industry at large.

An intern mentor is less of a project work advisor and more of a professional and personal coach. A mentor and intern should meet regularly to discuss the intern's thoughts and questions about the organization, current and upcoming work, goals and likes, and how career plans may have altered. A mentor also will serve as a go-to person when an intern's supervisor is unavailable. The mentorship experience is mutually beneficial for mentors and interns.

Mentor Benefits	Intern Benefits
Greater understanding of organization's vision, mission, goals, culture, programs and policies	
Increased confidence and interpersonal skills	
Increased morale through professional and personal satisfaction of providing help	Comfort in knowing there is a go-to person when intern supervisor is unavailable
Increased management skills	Aid in identifying career interests and goals
Potential new skills and knowledge learned from intern	Growth of professional network/networking skills

	Supervisor	Mentor
Main Responsibilities	Conduct intern orientation, assign projects/tasks, answer task-related questions, evaluate intern	Answer industry/organizational questions, provide career coaching and personal growth counsel
Main Characteristics	Leadership, time management skills, desire to manage staff	Leadership, interpersonal skills, organizational/career knowledge
Time Dedication	Daily or weekly in-person meetings/electronic communication	Weekly or bi-monthly in-person meetings/electronic communication
Number of Interns	Anywhere from one to all involved in internship program	One or two

CREATING AN INTERNSHIP DESCRIPTION

Following are key components of an effective internship position description:

ORGANIZATION OVERVIEW

Provide the applicant with a brief overview of your organization, along with links to your company web site, blog, social media accounts, etc. Remember, internship postings are a form of advertising: Candidates are searching for the right fit.

INTERNSHIP TITLE

Be specific: "Social Media Marketing Intern," "Accounting Intern," etc. A detailed title will help the candidate determine if they want to explore your opportunity further.

MINIMUM GPA

Based upon a 4.0 scale, determine the minimum GPA you will accept from applicants if you plan on only recruiting students. Consider indicating a slightly lower GPA than may be ideal to increase the number of potential candidates. (e.g., a student with a 2.9 GPA who has an ideal background for your opportunity may not apply if you ask for students with a 3.0 GPA or better).

DEGREE TRACK

Are you looking for a student currently working toward their associate's, bachelor's or master's degree? What area of study would best complement your line of work? Are you open to high school students, non-students or career changers?

TIMEFRAME

When would you like the internship to begin and end? Typical internship timeframes follow the same schedule as academic semesters; see *Planning Your Timeframe* (page 9) for more information.

WEEKLY INTERNSHIP HOURS

Will your internship be part time or full time? How many hours would you like your intern to work per week? While many students set aside their summer for a full-time internship, interns can typically spend 15 to 30 hours per week in an internship during fall and spring semesters. Additionally, depending on if the intern is in an academic program, they may have a minimum number of internship hours that must be completed for academic credit. However, non-students may have completely different availability. It is recommended that you state preferred internship hours in your position description (indicating any flexibility), but ask applicants about their availability during the interview process.

REQUIRED AND PREFERRED SKILLS

Interns learn in a hands-on environment. While much will be taught during the internship, some skills are required prior to hiring the intern. Should they be familiar with PowerPoint, excel at public speaking or exhibit creativity? Indicate which skills are required before the internship and which will be learned on the job.

RESPONSIBILITIES

This should be the most detailed portion of your position description. The intern's responsibilities are the projects the candidate will perform and be expected to complete during the internship. You should list these from most to least important. While administrative duties may be included in this section, it is important to identify project work that is both helpful to you as an employer and educational for the intern, allowing for a meaningful, hands-on experience during the internship. This will be a preliminary list of responsibilities, as they may be modified depending on the skills and interests of the candidate you hire.

OTHER DETAILS

Is this a paid position? Is travel involved? Is a personal vehicle required? When is the application deadline? When do you plan to conduct interviews? Will you work with students for academic credit? Should the candidate submit a writing sample or portfolio? Specific details (such as pay rate) can be discussed and negotiated during the interview and internship offer, but providing information upfront allows the applicant to learn as much as possible about the opportunity prior to applying.

MARKETING YOUR INTERNSHIP

Many Indiana high schools, colleges and universities offer opportunities for intern recruiting on campus. Employers may participate in career/internship fairs, conduct presentations, perform on-campus interviewing and/or get involved with various career services-sponsored events. Target two or three schools in close proximity with academic programs that match your ideal intern criteria. Building relationships with high schools, colleges and universities will not only increase exposure of your organization and its opportunities, but may also create a positive reputation for your internship program.

CAREER/INTERNSHIP FAIRS

Career/internship fairs and on-campus interviews have consistently ranked as the most effective recruiting method. At these events, employers can market their organizations and opportunities to students, collect resumés and applications from interested students, and prescreen potential candidates.

Most career/internship fairs require that organizations purchase booth space to advertise available positions and distribute marketing materials. Many offer free or discounted rates to non-profit organizations. Moreover, most colleges and universities allow employers to conduct interviews on campus to follow up with their top applicants from the event.

The following are tips on how to sell your organization to interns at career/internship fairs:

- Attend career/internship fairs directly applicable to your organization's industry.
- Distribute a brief overview of your organization with duties, responsibilities and qualifications for interns.
- Showcase the work previous interns created.
- Inform college career services offices beforehand that you plan on recruiting interns to ensure you're included on any literature distributed prior to the event.
- Offer promotional giveaways that bear your company's name and logo.
- Dedicate a section of your company web site to internship opportunities (provide detailed descriptions) where you can direct students.
- Outfit your booth/table in a way that accentuates your organization's brand or identity.
- Display a sign at your booth/table indicating you are looking for interns.

EMPLOYER PRESENTATIONS

Presenting on campus is a convenient way for students to learn about your organization and its openings, as well as offering you the chance to market your company to a large audience. Recruiters can meet interested students and answer potential applicants' questions. Additionally, on-campus presentations can boost interest in your organization before career/internship fairs.

To conduct a campus presentation, employers should contact career services offices directly.

ON-CAMPUS INTERVIEWING

Career services offices afford employers a convenient, comfortable setting for conducting on-campus interviews. Employers can schedule multiple interviews with candidates on the same day while on a college or university campus. You may set up an interview day, allowing students to register in advance. Another strategy is to communicate applicant qualifications with a school's career services staff and request to receive resumés prior to a campus visit. You can also post internship opportunities on a school's job board. Once you narrow your pool to those with proper qualifications, the career services office can schedule interview slots.

To set up an on-campus interviewing date, employers should contact career services offices directly.

SOCIAL MEDIA

Social media accounts are another tool to spread information about your organization while reaching a broad spectrum of people. Not only is social media an additional platform to reach your company's audience, but social media also works to legitimize your organization in the eyes of a potential employee. In addition, employers can use social media to research job candidates. Social media can be a free way to screen potential hires and network with top talent.

EVALUATING CANDIDATES

Criteria to consider when evaluating a candidate's resumé and cover letter:

LEVEL OF EDUCATION

If you intend to transition interns into full-time employees, look for non-students or students in their last year of classes.

GPA

As mentioned in *Creating an Internship Description* (page 12), GPA is not the sole indicator of a student's learning ability. Candidates with a lower GPA could be ideal interns, so consider candidates with a wide range of GPAs if you only want to hire students.

MAJOR/MINOR, COURSEWORK AND TECHNICAL SKILLS

Look for relevancy to internship.

WORK EXPERIENCE

Because candidates may not have had the opportunity to work in their chosen field, it is recommended that you look at these experiences with an eye for transferable skills, dedication, work ethic, maturity and time management. Long-term school projects, volunteer work and extracurricular activities provide insight into a candidate's skills where they lack previous job or internship experience. Do not discount an enthusiastic candidate because of a lack of traditional professional experience.

VOLUNTEER EXPERIENCE AND EXTRACURRICULAR ACTIVITIES

These experiences help develop soft skills such as project management, leadership and teamwork, and may help you get a feel for your candidate prior to an interview.

COVER LETTER CONTENT

Cover letters allow applicants to elaborate on their experiences and skills that match those you are seeking in your internship description. Cover letters should include how the candidate found out about your opportunity, why they are interested, and why they are a good fit for the position and organization.

CRITERIA TO CONSIDER WHEN INTERVIEWING A CANDIDATE

When interviewing a candidate, it is important to investigate the skills necessary for the position. Asking behavioral-based questions that require the individual to describe an experience with a particular skill will help to determine if they truly have the experience you require.

Sample questions:

- Describe your most outstanding leadership experience.
- What would you consider your strengths/weaknesses?
- How do you typically manage your time to best accomplish necessary tasks?
- Tell me about a goal you set and the steps you have taken toward achieving it.
- Describe a time during which you were suffering from a lack of motivation. How did you get through it?
- Provide an example of a time that you were a member of a team. What role did you play? What challenges did you encounter and how did you handle them?
- What previous experiences do you feel have best prepared you for this internship?
- What specific skills can you bring to this position that others cannot?

During the interview, discuss any academic requirements for course credit (minimum total hours, hours per week, site visits, paperwork, etc.). Make sure the availability of your candidate matches the position requirements. This is also an appropriate time to discuss pay and to answer any questions the candidate may have about the internship. Candidates who prepare questions are likely those most interested in your opportunities.



REFERENCES

Personal, professional and academic references can provide great insight into a candidate's personality and work ethic. If candidates for your position do not provide a list of references with their resumé and cover letter, you may ask them for one. When contacting these references, stress the skills and attitude needed for your position, and ask them to assess how they think the candidate would fare in that environment.

MAKING AN OFFER

When you feel you have found the candidate with the appropriate experience, professionalism and maturity – and who is a mutually beneficial fit for the organization – make an offer. Just like a permanent full-time job search, candidates may be applying and interviewing for internships with multiple organizations. Thus, it is best to make an offer as soon as a decision has been made. At this time, a work schedule should be set, compensation agreed upon and appropriate paperwork completed for human resources needs and the intern's internship requirements from their educational institution (when applicable).

When making an offer, it is important to establish a firm start and end date for your intern, as there is no guarantee of full-time employment. Put this date on the intern's calendar and in their contract to ensure no confusion on the duration of the internship. Upon acceptance of the offer, indicate your internship is filled in all places it is posted (e.g., college/university web sites and workandlearnindiana.com) to prevent further applications.

HOW WORK AND LEARN INDIANA CAN HELP

Work and Learn Indiana – formerly Indiana INTERNnet – helps Indiana employers and community partners develop and retain Hoosier talent through relevant work-and-learn experiences that drive a highly skilled and equitable workforce. Building partnerships with the state's industries, businesses and organizations is one of the ways we foster meaningful connections between Indiana's interns and employers. WLI's staff works closely with career development professionals at our state's high schools, colleges, universities and other organizations to show Indiana's talent the opportunities that are available right here in the state.

WLI's online resource, workandlearnindiana.com, provides valuable information and tools to assist Indiana employers with their internship programs. Its free, searchable database links employers with thousands of individuals seeking internships. The advanced searched functions let you expand your applicant pool across the entire state. Interns can also search specifically for employers in their region.

Register for your free account, post your internships and begin connecting with potential candidates.

For more information on our web site and how to use it, see *Utilizing Work and Learn Indiana* (page 19).



MANAGING YOUR INTERN

An intern's mentor and supervisor are established prior to an intern's arrival, and they are responsible for guiding the intern throughout the internship process; see *Mentors and Supervisors* (page 11). Depending on the structure of your organization, there may be someone in the HR department responsible for handling onboarding. However, if that is not the case, these tasks are delegated to the mentor and supervisor.

PREPARING FOR THE INTERN

- Set up their workspace
- Ensure they have access to technology needed for their internship
- Establish an orientation schedule
- Send the intern's bio and information to relevant staff members

ONBOARDING AND ORIENTATION

Use the first week of your internship program to set the pace for your intern and integrate them as a part of your team.

THE FIRST DAY

- Complete the Internship Agreement with your intern and review any questions they have (see *Appendix D*).
- Review your work plan with the intern (see *Appendix B*).
- Tailor the intern's responsibilities to match their skill set and goals.
- Set performance expectations and criteria for evaluations.
- Have your intern determine their goals and how they plan on completing them.
- Ask your intern how they will know when the goals are met.
- Address industry language the intern may not be familiar with.
- Provide an organizational chart of other employees.
- Let the intern know who they can go to with questions and encourage them to do so.
- Review relevant charts, newsletters and goals to give the intern a clear picture of what your organization stands for.
- Review the calendar:
 - › Go over details of the master calendar during the first week.
 - › Ask your intern if they have lingering questions regarding the organization or its calendar.
 - › Resolve any scheduling conflicts that may arise.

Onboarding Checklist	
Office Tour Items:	Work Information:
Location of restrooms, break room, mail room, supply room and special purpose rooms	Confirmation of intern's work schedule
Mail and telephone system operation	Meeting with intern mentor
Parking locations	Meetings with individuals at the organization with whom the intern will interact frequently
Suggested food locations	Pre-internship meeting
	Any necessary training
Human Resources Items:	Organization Information:
Introduction to staff	History, mission, values and objectives
Written policies and procedures	Office hierarchy illustrated through organizational chart
Protocols for dress, appropriate behavior, correspondence and workspace maintenance	Brief overview of each department
Security and confidentiality policies	Specific objectives of intern's department and how intern may contribute
Safety regulations	Specific industry jargon
HR paperwork, internship agreement and paperwork for academic credit (if needed)	Company reading materials such as newsletters, annual reports, memos and blogs

WORKING IN A MULTIGENERATIONAL OFFICE

The workplace often spans multiple generations, and interns are no longer exclusively college students. The Veterans (before 1946), Baby Boomers (1946-1964), Generation X (1965-1978), Generation Y/Millennials (1979-1996) and Generation Z (1997-2000s) come to work with different expectations, assumptions, priorities and approaches to work and communication.

If these differences are ignored, they can grow into a source of misunderstanding and conflict. However, when appropriately managed, they create opportunities for collaboration among the different generations of workers, giving your organization a competitive edge. Mentorship also encourages collaboration between different generations and can help encourage interaction between co-workers of different generations.

Tips for managing multiple generations successfully:

- Accommodate different learning styles rather than stereotyping by age.
- Embrace flexibility in how an employee works best and focus on achieving the best results.
- Recognize the different value sets of each generation, and foster collaboration and teamwork between different generations.
- Establish methods of evaluation or a recognition program to let all employees know when they are on the right track and motivate them to improve.
- Ask for intern and employee feedback and show a willingness to evaluate this feedback
- Set clear ground rules for the level of formality in the office.
- Communicate through various mediums, including emails, instant messaging systems and phone calls.

Often interns are high school and college students. These students bring unique qualities to the table, including:

- tech savvy;
- looking for a challenge;
- motivated by feedback and recognition for their work;
- motivated by work-life balance;
- team oriented; and
- attracted to socially-conscious organizations.

Considering these attributes, successfully managing this generation includes:

- setting clear goals and ensuring challenging and meaningful assignments;
- making sure to share unwritten rules;
- ensuring challenging and meaningful assignments;
- providing regular feedback and recognizing a job well done;
- providing time for mentoring; and
- respecting their time outside of work.

No one-size-fits-all solution exists for managing a multigenerational workforce. However, these insights should guide you through this ever-evolving and dynamic landscape, especially as you interact firsthand with an intern.

OFFBOARDING

To enhance your internship program, it is important to assess your intern and program to:

- determine if the intern benefitted from the experience (see *Appendices E and F*); and
- determine if your organization benefitted from the intern (see *Appendix G*).

Assessing your internship program will identify areas of improvement to enhance the learning experience for interns and increase the return on investment for your organization – creating a positive reputation for your program.

Creating an evaluation for the intern supervisor and intern is a cost-effective method of collecting data about your internship program. It is important to keep in mind the intern's goals and the organization's initial needs when creating such evaluations and interpreting results.

COMING TO A CLOSE

- Make sure your intern finishes projects or that you delegate the project to another team member.
- Host a going away celebration or go to lunch to thank them for the work.
- Offer a full-time position (if applicable).
- Discuss serving as a reference in future job searches.

EVALUATION

The intern supervisor is responsible for intern evaluation. Interns will expect and be grateful for clear direction and periodic work evaluation. Aside from daily or weekly check-ins, it is recommended that the supervisor conduct a mid-internship and final internship evaluation with the intern.

At the mid-internship evaluation, the intern should communicate their internship experience, identifying areas in which they would like more exposure or increased responsibility. The supervisor should provide feedback on the intern's performance thus far, commend work well done and address areas needing improvement. In addition, the intern and intern supervisor should examine whether or not the intern's goals are being met.

The final internship evaluation should be more formal, providing the intern a documented evaluation to submit to the intern's academic institution (when applicable) or for their portfolio.

POST-INTERNSHIP COMMUNICATION

It is important to maintain contact with former interns to promote your organization as well as for future hiring purposes, if applicable.

UTILIZING WORK AND LEARN INDIANA'S WEBSITE



Workandlearnindiana.com is a free work-based learning matching program linking:

- individuals seeking work-based learning opportunities;
- Indiana employers; and
- Indiana high schools, colleges & universities.

We provide high-touch and high-tech services to anyone seeking or promoting a work-based learning opportunity, including employer assistance, advanced search capabilities and a dynamic employer workspace.

STARTING YOUR ACCOUNT

Workandlearnindiana.com is a simple and effective tool for employers to recruit Indiana's best talent.

REGISTER FOR YOUR FREE WORKANDLEARNINDIANA.COM ACCOUNT:

1. Visit workandlearnindiana.com.
2. Click on the "Login/Register" tab at the top right side of the screen, and select "Sign up now."
3. Fill out the new user registration information
 - a. After you click "Continue," be sure to select "Organization" under "Account Type," as the login defaults to "Student." Educators may register as organizations as well.
 - b. Slowly type your organization's name into the "Organization" field. If your organization has an existing account, select it from the list. Otherwise, continue with the rest of the registration form.

IMPORTANT TIPS WHEN FILLING OUT REGISTRATION:

1. All fields must be filled in.
2. You will not have full access to view candidate profiles until a staff member at WLI reviews your account. This usually happens within two business days. If you don't receive access within two business days, contact WorkandLearnIN@indianachamber.com.

POSTING AN INTERNSHIP OPPORTUNITY VIA WORKANDLEARNINDIANA.COM:

1. Visit workandlearnindiana.com and log in.
2. From your organization workspace, click "Add Internship."
3. Fill in the "Internship," "Skills" and "Description" fields.
4. On the "Internship" tab, if you would like to utilize EARN Indiana, make sure you select "Paid," then select "Yes" under "Would you like to utilize EARN Indiana Funding."
5. You will be redirected back to your workspace after saving your position. This means your internship is now pending approval from a WLI staff member.
6. You will receive an email once your internship is approved. This means it is now available for candidates to view and apply.



ONCE YOUR INTERNSHIP HAS BEEN POSTED:

- You will receive an email each time a candidate applies for your internship opportunity.
- Your organization workspace allows you to search for interns who match your qualifications using the “Advanced Intern Search” function.
- To view each applicant’s resumé, simply log in to your workandlearnindiana.com account and click the candidate’s name in the “Applicants” section. This will take you to the applicant’s profile, where you can download their resumé.
- Once you have determined the applicants you would like to interview, contact them by sending them a message on our site. You can do this by clicking “Show Application” next to their name and typing your reply in the “Respond” box.
- If you applied for EARN Indiana for your internship, the EARN application will be submitted to the Commission for Higher Education after your position is approved to appear on WLI’s site.

Social Media

At WLI, we recognize the importance of having a strong social media presence in today’s business world. We share as many internships as possible on our Facebook, Twitter and LinkedIn accounts to advertise the variety of postings on our site. By posting these positions on your social media sites as well, your internships will be seen by a wide array of candidates.

CONNECT WITH US:

Facebook: @WorkandLearnIN
 Instagram: @WorkandLearnIN
 LinkedIn: Work and Learn Indiana
 Pinterest: @WorkandLearnIN
 Twitter: @WorkandLearnIN
 YouTube: Work and Learn Indiana

IMPACT Awards

If your intern went above and beyond the call of duty, help us recognize them. WLI’s annual IMPACT Awards program honors interns, employers, intern supervisors and career development professionals who work hard to make the internship experience great. Awards are given every February, with nominations submitted the prior summer and fall. Nominees are reviewed by a panel of independent judges. Look for the online nomination form at workandlearnindiana.com/impact-awards. WLI also accepts nominations for employers, intern supervisors and career development professionals. This is a great opportunity not only to thank those who make internships valuable, but also to see the many ways that Indiana is leading the way for meaningful internship programs.

HUMAN RESOURCES



COMPENSATION

Internships are becoming more crucial for job market competitiveness. While many internships are paid (either by an hourly wage or stipend), some are unpaid and offer priceless experiences within a candidate's field.

Whether an internship lasts a few weeks or longer, there should be a set end date. Clearly communicating the timeframe of an internship reduces ambiguity and allows for a more efficient use of the intern's time and yours. It is also important to track and record your intern's hours worked.

Both paid and unpaid internship programs are subject to applicable federal and state labor regulations. It is important for the employer to be aware of these regulations to ensure compliance.

The following seven criteria from the U.S. Department of Labor Fact Sheet #71 must be considered when making the determination for an unpaid internship:

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

FOR MORE INFORMATION:

Indiana Department of Labor
(317) 232-2655
in.gov/dol

United States Department of Labor
(866) 4-USA-DOL
dol.gov

Employers are encouraged to pay interns. Many interns replace part-time work with an internship to gain experience but continue to pay tuition and housing. While there is no set hourly pay wage for interns, employers are encouraged to review their budget and intern responsibilities to determine an appropriate wage. High-functioning and technical internships are often competitive and pay quite well. Paid internships also indicate that the employer is investing in the intern, creating a form of prestige that is desirable to others.

Many non-profit organizations create effective unpaid internship programs, offering credit-bearing experiences and non-credit training. To gather a pool of qualified applicants, employers offering non-paid internships should provide a detailed position description to help candidates weigh internship experience against a need or desire to make an hourly wage.

Organizations that qualify for non-paid internships may want to compensate their interns in other ways such as:

- free or reduced housing, parking and meals;
- mileage reimbursements when traveling;
- inviting interns to networking opportunities to help develop their professional network and secure future internship and/or job leads;
- collaborating with the college/university for academic credit when applicable; and
- working with the intern to establish a schedule that allows them to work a part-time job while interning with the organization.

INTERNATIONAL STUDENTS

Many employers are concerned about liability issues related to the employment of international students in the United States due to changes in federal laws governing non-citizens. This section addresses concerns employers might have about international students and work.

Getting permission for international students to work in the U.S. is not as difficult as many employers think. Most international students are in the U.S. on non-immigrant student visas (F-1 and J-1), and these international students are eligible to accept employment under certain conditions.

PRACTICAL TRAINING FOR F-1 STUDENTS

Practical training is a legal means by which F-1 students can obtain employment in areas related to their academic field of study. Students, in general, must have completed one academic year (approximately nine months) in F-1 status and must maintain their F-1 status to be eligible for practical training. There are two types of practical training:

- Optional Practical Training
- Curricular Practical Training

Optional Practical Training (OPT) must be authorized by the U.S. Citizenship and Immigration Services (USCIS) based on a recommendation from the designated school official (DSO) at the school which issued the I-20 to the student. Form I-20 is a government document which verifies the student's admission to that institution. Students are eligible for 12 months of OPT for each degree level. Students who obtain a degree in Science, Technology, Engineering and Mathematics (STEM) may be eligible for additional 17 months of OPT.

Pre-Completion OPT can be done prior to completion of study. Students can request to work:

- part-time, a maximum of 20 hours per week, while school is in session
- full-time during vacation when school is not in session or
- full-time/part-time after completing all course requirements for the degree

Post-Completion OPT can be authorized for full time after completion of the course of study.

STEM OPT Extension can be authorized for additional 17 months if student:

- is currently on post-completion OPT after completing a bachelor's, master's or doctoral degree in Science, Technology, Engineering and Mathematics (STEM); and
- has a job or job offer from an employer registered in USCIS E-Verify Program.

Cap-Gap OPT can be granted if student:

- is in a period of authorized post-completion OPT; and
- is the beneficiary of a timely-filed H-1B petition requesting change of status and an employment start date of October 1 of the following fiscal year.

The Cap-Gap OPT is an automatic extension of duration of status and employment authorization to bridge the gap between the OPT and start of H-1B status. The automatic extension of OPT is terminated upon the rejection, denial or revocation of the H-1B petition.

Employment Authorization Document (EAD): Students who have received OPT permission will be issued an EAD by the USCIS. Their name, photo and valid dates of employment are printed on the EAD. Employers should note that the average processing time for USCIS to issue the EAD is two or three months, and students may begin employment only after they receive the EAD which will indicate the starting and ending dates of employment. Students who have pending STEM extension application can continue working for up to 180 days while the application is pending.

Curricular Practical Training (CPT) may be authorized by the institution (NOT by USCIS) for F-1 students participating in curricular-related employment such as cooperative education, work study, practicum and internship programs. Authorization is indicated on page 3 of the I-20 and includes the name of the company, beginning and ending date, and signature of the designated school official (DSO). Since each institution has different policies regarding curricular-related employment, students should speak to the DSO at their institution. Processing time for the authorization of CPT varies at each institution. International students on F-1 visas are eligible for both CPT before finishing their studies, as well as 12 months of OPT. However, students who work full time on CPT for one year or more are not eligible for OPT.

ACADEMIC TRAINING FOR J-1 STUDENTS

International students on J-1 visas are eligible for up to 18 months of work authorization, called academic training. Post-doctoral students may apply for additional 18 months of Academic Training. Some J-1 program participants are also allowed to work part time during the academic program. Academic Training is granted in the form of a letter by the Responsible Officer (RO) or Alternate Responsible Officer (ARO). Students should consult with the RO or ARO at their institution.

MINIMAL PAPERWORK FOR THE EMPLOYER

Fortunately, there is little paperwork for an employer who hires F-1 or J-1 students. All paperwork is handled by the students, the school and USCIS (for OPT).

CONTINUING EMPLOYMENT AFTER THE PRACTICAL/ACADEMIC TRAINING PERIOD

Federal regulations require that employment terminate at the conclusion of the authorized practical or academic training. However, students on an F-1 visa, or students on a J-1 visa who are not subject to a two-year home residency requirement, may continue to be employed, if they receive approval for a change in visa category-usually to H-1B. Students must have a minimum of a bachelor's degree in order to qualify for H-1B status.

Individuals may work in the U.S. for a maximum of six years under an H-1B visa. This visa is valid only for employment with the company that petitioned for them. They must re-apply to the USCIS if they wish to change employers. As soon as the initial job offer is made, they should petition for an H-1B visa if employment is likely to extend beyond the practical training period.

WHAT ABOUT TAXES?

Unless exempted by a tax treaty, F-1 and J-1 students earning income under practical training are subject to applicable federal, state and local income taxes. Information on tax treaties may be found in Internal Revenue Services Publication 519, U.S. Tax Guide for Aliens, and 901, U.S. Tax Treaties.

Generally, F-1 and J-1 students are exempted from social security and Medicare tax requirements. However, if F-1 and J-1 students are considered "resident aliens" for income tax purpose, social security and Medicare taxes should be withheld. Chapter 1 of Internal Revenue Services' Publication 519, U.S. Tax Guide for Aliens explains how to determine the residency status of international students. More information on social security and Medicare taxes can be found in Chapter 8 of Internal Revenue Services Publication 519, U.S. Tax Guide for Aliens and in Section 940 of Social Security Administration Publication No. 65-008, Social Security Handbook.

FOR YOUR REFERENCE:

The Code of Federal Regulations (CFR) Title 8 and Title 22 citation numbers for regulations governing practical training are as follows:

- F-1 students: 8CFR 214.2 (f) (9) & (10)
- J-1 students: 22CFR 62.23 (f)

CFR Title 8 citations governing IRCA requirements are:

- F-1 students: 8CFR 274a.12(b)(6)(iii) and 8CFR 274a.12(c)(3)(i)
- J-1 students: 8CFR 274a.12(b)(11)

ADDITIONAL RESOURCES:

- Code of Federal Regulations: gpo.gov/fdsys/browse/collectionCfr.action?collectionCode=CFR
- SEVP Policy Guidance on OPT: ice.gov/doclib/sevis/pdf/opt_policy_guidance_042010.pdf
- Information for Employers: ice.gov/sevis/employment#tab1

To easily access links, download a digital copy of this guide on the WLI homepage.

Section on international students reprinted with permission. This document was originally published in 2000 with a grant from NAFSA: Association of International Educators Region XII. Revisions in 2008 by UW-Madison International Student Services staff. Revisions in 2004 by Laurie Cox, University of Wisconsin, Madison; 2010 co-editors: Lay Tuan Tan, California State University Fullerton, Phil Hofer, University of La Verne & Junko Pierry, Stanford University.

HIGH SCHOOL STUDENTS

When students perform internships at the high school level, they can develop a resumé and cover letter, experience the application and interview process, explore fields of interest and participate in a professional work environment.

Although high school students generally will have less work experience and less advanced skills than undergraduate or graduate students, they will add a unique perspective to your organization and may continue on as interns through college. Internship experience may also increase a high school student's desire to graduate and pursue higher education.

High school internships are intended for career exploration, may be paid or unpaid, and are subject to federal and state labor regulations; see *Compensation* (page 21) for unpaid internship criteria. Unpaid internships should follow the same requirements as college-level unpaid internships.

Paid internships must follow the Indiana Department of Labor's requirements:

- Child labor laws established by the Bureau of Child Labor must be followed.
- Cooperative education is limited to students who have reached the legal employment age (16) and who are classified as high school juniors or seniors.
- The Indiana Department of Labor sets hour restrictions for teen workers by age for both school and non-school days. Visit the Indiana Department of Labor web site for the most up-to-date information.

FOR MORE INFORMATION:

Indiana Department of Labor
(317) 232-2655
in.gov/dol

United States Department of Labor
(866) 4-USA-DOL
dol.gov

HARASSMENT

Workplace harassment is a form of unlawful discrimination (sexual, racial, national origin, religious, age and disability harassment). Supervisor training is a business necessity. Its cost is typically less than the cost of defending a single charge. Employers must not focus solely on sexual harassment, but emphasize all unlawful harassment and encourage respectful behavior in all aspects of employment.

Failure to educate supervisors and failure to make interns aware of the employer's policies, procedures and compliance commitment may hurt the employer's bottom line through litigation costs, low morale and turnover, and workplace distraction and disruption.

Additional information regarding workplace harassment can be found in the Indiana Chamber of Commerce's Employment Law Handbook.

INSURANCE AND COVERAGES

Employers, interns, parents and colleges/universities should be aware of the following insurance considerations:

- Accident/liability insurance: Covered by the intern's/parent's/guardian's personal plan. Some organizations may require the school to provide liability insurance. Verify that the intern is covered.
- Automobile accident insurance: Covered by the intern's/parent's/guardian's personal plan for travel necessary for the internship. Verify with your intern that he or she is covered. Consult with your commercial insurance broker to make certain that a non-owned auto insurance coverage is in place.
- Health/life insurance: Provided by the intern/parent/guardian. Please note that if the internship is less than six months and the start and stop date is the same time each year, the Affordable Care Act does not require you to provide health insurance for the intern. If the timeframe is any longer consult with an attorney or health insurance broker.
- Medical treatment waiver: Parents sign a waiver for the intern's medical treatment if injured during the internship.
- Worker's compensation: Does not apply for interns participating in non-paid internship experiences, but if injured at the internship site, should be covered by the intern's/parent's/guardian's personal insurance. Paid internships require that interns be covered by worker's compensation.
- Unemployment compensation: Student internships at hospitals and public educational institutions are exempt from unemployment compensation at the end of the internship. In other types of employment, it would be difficult in most cases for interns to qualify for unemployment compensation at the end of the internship. However, in some cases an intern may qualify for unemployment compensation based upon work history prior to the internship. Consult with an attorney if there is a question.

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

The above information is general in nature, does not constitute legal advice and should not be relied upon as such. These matters need to be evaluated by your human resources professionals, your insurance carriers and your legal counsel in light of your circumstances and coverages.

TRANSPORTATION AND HOUSING

Employers should identify the need for personal transportation in the internship position description. Interns are responsible for transportation to and from the internship experience.

Interns are responsible for their own housing. Many candidates intern in areas where they may live at home, or with a friend or relative. Others find temporary apartments. If your organization can provide housing for your interns, this can be an excellent benefit (and form of compensation), allowing candidates without potential housing in the area to

consider applying for a position with your organization. Some colleges and universities also allow residence hall housing during an internship at a reduced cost.

UNDOCUMENTED STUDENTS

Many employers are concerned about liability issues related to the employment of undocumented students in the United States due to federal laws. The term “undocumented students” refers to young people residing and attending schools in the United States without legal documentation.

While federal laws prohibit the employment of undocumented students unless they are Deferred Action for Childhood Arrivals (DACA) beneficiaries, there are still legal ways in which undocumented students can be employed including through an unpaid internship, volunteer work or as an independent contractor.

INTERNSHIPS

While undocumented students cannot apply for paid internships because of their legal status, they are eligible for unpaid opportunities. Organizations that wish to compensate undocumented students for their work can provide compensation in the form of scholarships.

VOLUNTEER EXPERIENCE

Undocumented students can participate in an unpaid volunteer experience legally. An unpaid volunteer work experience can provide a valuable professional opportunity to undocumented students.

INDEPENDENT CONTRACTOR OR FREELANCER

Employers can legally employ undocumented students as a contractor or a freelancer using an ITIN Number.

INDIVIDUAL TAXPAYER IDENTIFICATION NUMBER (ITIN)

People ineligible for a Social Security number can apply for an ITIN, regardless of immigration status. With an ITIN, individuals can report their earnings to the Internal Revenue Service, open interest-bearing bank accounts with certain banks and conduct business in the United States.

More information: <https://www.irs.gov/individuals/international-taxpayers/taxpayer-identification-numbers-tin>

DACA STUDENTS

On June 15, 2012, the secretary of Homeland Security announced that certain people who came to the United States as children and meet several guidelines may request consideration of deferred action for a period of two years, subject to renewal. They are also eligible for work authorization. Deferred action is a use of prosecutorial discretion to defer removal action against an individual for a certain period of time. Deferred action does not provide lawful status.

More information: <https://www.uscis.gov/DACA>

EMPLOYMENT OF DACA STUDENTS

Students with DACA status can work in the United States legally. They have renewable two-year employment authorization documents (EAD) that allow them to work legally. Employers can hire DACA students just as they would any U.S. citizen. It is unlawful for an employer to refuse to hire a student with a valid work authorization because of their DACA status.

SUPPORTING DACA STUDENTS

Many organizations can support undocumented and DACA college students through internships and fellowships. These opportunities can provide critical professional training and career skills to DACA and undocumented students.

APPENDIX - A

INTERNSHIP PROGRAM ASSESSMENT

The internship assessment is designed to answer the following questions in preparation for implementing an internship program at your organization: Is your organization prepared to manage an internship program? What value can an internship program bring to your organization?

1. Would your company benefit from the work of interns to support existing staff members and increase overall productivity? ☐ Yes ☐ No
2. Would a formal internship program help your organization reduce staffing costs, including part-time and temporary employee needs? ☐ Yes ☐ No
3. Would having interns benefit current staff members by providing managerial and supervisory experience? ☐ Yes ☐ No
4. Do you have the support of senior management? ☐ Yes ☐ No
5. What are the goals of your organization's internship program? _____

6. What type of project work (research, writing, marketing support, sales support, etc.) needs to be completed? _____

7. Are specific skills required for the project work? _____

8. Is there a preference for the intern's area of study? _____

9. Can your organization offer opportunities for unique industry experiences during the internship? ☐ Yes ☐ No
10. What type of student are you willing to hire? Select all that apply.
☐ College ☐ High School ☐ College or High School ☐ Non-Student
11. What type of work environment can you offer to an intern? _____

12. Do you have a mentor committed to work with an intern? ☐ Yes ☐ No
13. Is this a paid or unpaid internship? If unpaid, are there alternative forms of compensation that could be offered?
Does your internship meet all of the criteria on Fact Sheet 71? _____

14. What are the dates for this internship? Part time or full time? _____

APPENDIX - B
INTERN WORK PLAN TEMPLATE

Intern Name: _____
Supervisor Name: _____
Internship Start Date: _____
Internship End Date: _____
Date of Mid-Internship Review: _____

Use this template to break down the goal-setting process into smaller, more actionable steps. Determine specific projects and their corresponding tasks to achieve the overall goal.

GOAL: TITLE OF OVERARCHING GOAL

Project A: Name of project _____

Task	Owner(s)	Partner(s)	Deadline	Notes
Name of task 1	<u>Intern Name</u>	<u>Support</u>	<u>mm-dd-yyyy</u>	<u>include any pertinent notes</u>
Name of task 2				

GOAL:

Project A:

Task	Owner(s)	Partner(s)	Deadline	Notes
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Project B:

Task	Owner(s)	Partner(s)	Deadline	Notes
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Project C:

Task	Owner(s)	Partner(s)	Deadline	Notes
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

GOAL:

Project A:

Task	Owner(s)	Partner(s)	Deadline	Notes
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Project B:

Task	Owner(s)	Partner(s)	Deadline	Notes
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Project C:

Task	Owner(s)	Partner(s)	Deadline	Notes
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

APPENDIX - C

SAMPLE INTERNSHIP DESCRIPTION

Work and Learn Indiana Marketing and Special Events Fall Intern

DESCRIPTION

Work and Learn Indiana is a program of the Indiana Chamber of Commerce, connecting with Indiana higher education institutions and high schools, and Indiana-based employers to promote the quality and quantity of work-based learning opportunities statewide. Work and Learn Indiana serves as the state's online matching system connecting talent and employers for work-based learning positions.

For more information, visit workandlearnindiana.com, follow us on Twitter @WorkandLearnIN, like Work and Learn Indiana on Facebook and LinkedIn, subscribe to our YouTube channel and follow our Pinterest page.

Apply with a cover letter and resumé via workandlearnindiana.com. Explain how this opportunity fits within your career goals and development. Detail your relevant experiences, skills and education.

Questions? Call (317) 264-6852 and speak with a staff member.

RESPONSIBILITIES

Work and Learn Indiana is currently offering one paid semester internship opportunity to assist staff members with work-based learning activities. Details include: fall/winter semester, approximately September to December; preference given to applicants interested in working September to early February. Must be available in February for annual event. Flexible calendar dependent upon intern's schedule. Paid internship with opportunity to discuss earning academic credit; desktop computer and office space provided; parking is at intern's own expense; collaborative work environment and mentoring relationship offered.

Assist in writing organizational materials, such as email outreach, blog entries and ready-to-run stories. Assist in updating/expanding social media communications.

Help plan and execute the organization's annual IMPACT Awards celebration. Responsibilities for this event may include preparing event materials, including digital programs, assisting with sponsorship benefits, awards and certificate coordination, and video and technology coordination.

Brainstorm and develop PowerPoint presentations for a variety of interested audiences, such as learners, Indiana employers and career development professionals. Research events at which Work and Learn Indiana might consider a presence, including preparing and attending various career fairs and employer expos. Assist with metrics and charts for funding purposes. Other duties as assigned.

QUALIFICATIONS

Collaboration and coordination across people and groups; organization and attention to detail; marketing and communications strategy development; idea expression, both verbal and written; technology, with preference to WordPress, social media, Microsoft Office (specifically Outlook, Excel, Word and PowerPoint); customer service mindset; special events and administrative experience preferred. Excellent time management skills and ability to prioritize multiple projects is a must.

APPENDIX - D

INTERNSHIP AGREEMENT

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

INTERN INFORMATION

Name: _____
Address: _____
Phone: _____
Email: _____
School: _____
School Contact: _____

INTERNSHIP INFORMATION

Company Name: _____
Company Address: _____
Intern Supervisor: _____
Supervisor Phone: _____
Supervisor Email: _____
Intern Mentor: _____
Mentor Phone: _____
Mentor Email: _____

INTERNSHIP DESCRIPTION

Candidate's internship will begin on _____ and end on _____.

Intern Title: _____

Description of duties (may attach other documents): _____

EXPECTATIONS FOR THE FOLLOWING AREAS:

Wages/Compensation: _____

Travel: _____

Hours: _____

Overtime: _____

Dress Code: _____

Technology: _____

Housing Needed: _____

Other: _____

SETTING GOALS

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

1. How will performance be evaluated? _____

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

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

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

5. Goals: _____

The Intern Agrees to:

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

The Supervisor and Organization Agree to:

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

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

Intern Signature: _____ Date: _____

Intern Supervisor Signature: _____ Date: _____

APPENDIX – E

FINAL INTERN EVALUATION BY INTERN SUPERVISOR

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

This evaluation is not confidential, and we encourage you to share it with the intern. The intern may also wish to use this evaluation form as a reference for future employment. Feel free to use additional pages or write a letter of support for the intern's use in seeking future employment.

SKILL ASSESSMENT

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

1=Lacks this skill

2=Limited/minimal skill level

3=Average/adequate skill level

4=Above-average skill level

5=Exceptional skill level

N/A=Not applicable

1. Communication skills

- ___ a. Demonstrates oral communication skills required for the job
- ___ b. Writes clearly and concisely
- ___ c. Is willing to speak up, communicate information and ask questions
- ___ d. Listens to feedback and works to improve

2. Problem-solving/decision-making skills

- ___ a. Analyzes situations and takes appropriate action
- ___ b. Offers creative solutions to problems
- ___ c. Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe
- ___ d. Resolves problems in an appropriate timeframe

3. Teamwork

- ___ a. Establishes rapport and credibility among team members
- ___ b. Shares information and resources with others
- ___ c. Assists and cooperates with co-workers
- ___ d. Demonstrates willingness to put forth extra time and effort
- ___ e. Assumes appropriate leadership role(s)

4. Self-management

- ___ a. Produces high-quality, accurate work
- ___ b. Seeks new strategies when current approach is not effective
- ___ c. Displays good judgment and establishes priorities
- ___ d. Uses time efficiently
- ___ e. Demonstrates ethical behavior
- ___ f. Arrives on time and maintains agreed hours

5. Initiative

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

6. Technical skills

- ☐ a. Possesses the technical skills required for this position
- ☐ b. Is willing to learn new skills and enhance existing technical skills
- ☐ c. Uses appropriate technology for tasks
- ☐ d. Uses technology to perform tasks effectively

COMMENTS

1. Please discuss whether this intern successfully completed the learning objectives you discussed and whether your expectations were met or exceeded. _____

2. What would you recommend for this intern to do following their internship to make them better prepared for the workplace (e.g., courses, activities, skills acquisition, programs)? Please be as specific as possible. _____

3. How would you rate the level of involvement you had with the intern's school (if applicable) with this internship experience?

- ☐ Very involved ☐ Somewhat involved ☐ Not at all involved ☐ Not applicable

4. In terms of preparation for the internship, the intern's prior coursework or experience was:

- ☐ Very useful ☐ Of some use ☐ Not very useful ☐ Not applicable

5. Please indicate areas or topics to be discussed that would make the candidate more prepared for this internship experience, if applicable. _____

6. Please assess the job responsibilities you assigned to your intern:

- ☐ Difficult to achieve ☐ Challenging, but attainable ☐ Not challenging

OVERALL EVALUATION

1. Given your expectations for this internship, the intern's overall performance (in comparison with all other interns performing similar duties) was in the:

- ☐ Top 5% ☐ Top 25% ☐ Top 50% ☐ Lower 50% of all interns

2. How would you assess the intern's overall performance?

- ☐ Outstanding ☐ Above average ☐ Satisfactory ☐ Below average ☐ Unsatisfactory

3. Additional comments: _____

APPENDIX - F

FINAL INTERNSHIP EVALUATION BY INTERN

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

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

ASSESS YOUR SKILLS

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

0=No change 1=Small improvement 2=Moderate improvement 3=Large improvement

____ a. Written communication

____ b. Oral communication

____ c. Problem solving

____ d. Decision making

____ e. Interpersonal/teamwork

____ f. Self-management

____ g. Initiative

____ h. Leadership

____ i. Word-processing and/or data entry

____ j. Spreadsheet and/or database

____ k. Internet/email

____ l. General knowledge of business

____ m. Specific job/industry knowledge

____ n. Other office skills (filing, photocopying, etc.)

____ o. Other: _____

EVALUATE YOUR PERFORMANCE

On a scale of 1 to 5, evaluate your performance in each of the following areas.

1=Lack this skill 2=Limited/minimal skill level 3=Average/adequate skill level

4=Above-average skill level 5=Exceptional skill level N/A=Not applicable

1. Communication skills

____ a. Demonstrate oral communication skills required for the job

____ b. Write clearly and concisely

____ c. Willing to speak up, communicate information and ask questions

____ d. Listen to feedback and work to improve

2. Problem-solving/decision-making skills

____ a. Analyze situations and take appropriate action

____ b. Offer creative solutions to problems

____ c. Collect and analyze information relevant to completing a task and establish a course of action within the given timeframe

____ d. Resolve problems in an appropriate timeframe

3. Teamwork

- ☐ a. Establish rapport and credibility among team members
- ☐ b. Share information and resources with others
- ☐ c. Assist and cooperate with co-workers
- ☐ d. Demonstrate willingness to put forth extra time and effort
- ☐ e. Assume appropriate leadership role(s)

4. Self-management

- ☐ a. Produce high-quality, accurate work
- ☐ b. Seek new strategies when current approach is not effective
- ☐ c. Display good judgment and establish priorities
- ☐ d. Use time efficiently
- ☐ e. Demonstrate ethical behavior
- ☐ f. Arrive on time and maintain agreed-upon hours

5. Initiative

- ☐ a. Seek opportunities to learn
- ☐ b. Take initiative to get a job done, even if not specifically told to do so
- ☐ c. Act decisively on critical issues
- ☐ d. Overcome obstacles and problems
- ☐ e. Set and communicate goals; follow up with results

6. Technical skills

- ☐ a. Possess the technical skills required for this position
- ☐ b. Willing to learn new skills and enhance existing technical skills
- ☐ c. Use appropriate technology for tasks
- ☐ d. Use technology to perform tasks effectively

COMMENTS

1. In terms of preparation for your learning experience, your prior coursework or knowledge was:

- ☐ Very useful ☐ Of some use ☐ Not very useful

2. In terms of preparation for your learning experience, your prior work experience was:

- ☐ Very useful ☐ Of some use ☐ Not very useful

3. How would you assess your overall performance?

- ☐ Outstanding ☐ Above average ☐ Satisfactory ☐ Below average ☐ Unsatisfactory

Assess the Program

1. The job orientation provided to you by your employer was:

- ☐ Very thorough ☐ Sufficient ☐ Inadequate

2. How well did the internship meet your pre-defined learning goals?

- ☐ Met all of my goals ☐ Met some of my goals ☐ Met few of my goals ☐ Met none of my goals

3. Please assess the job responsibilities your employer assigned to you:

☐ Difficult to achieve ☐ Challenging, but attainable ☐ Not challenging

4. Please assess your intern supervisor. _____

5. Please assess your intern mentor. _____

6. Are you more or less interested in working for this organization as a result of your internship? _____

7. What was the best part of your internship experience? _____

8. How would you assess the overall educational value of your internship experience?

☐ Very valuable ☐ Generally worthwhile ☐ Of some value ☐ Very limited value/no value

9. What suggestions do you have to improve the quality of this internship (please include any specific recommendations you have that might be useful to your employer supervisor or your faculty coordinator)? _____

10. Additional comments: _____

APPENDIX - G

INTERNAL INTERNSHIP PROGRAM EVALUATION BY INTERN SUPERVISOR

Please provide your candid evaluation of the internship program. Feel free to use additional pages for further comments. Use this and feedback from your intern to assess your program and discuss areas of improvement.

Name of Intern: _____

Date: _____

Name of Intern Supervisor: _____

Name of Intern Mentor: _____

1. How well did the internship meet the pre-defined goals of the intern? _____

2. How well did the internship meet the pre-defined goals of the organization (did the internship address the organization's needs)? _____

3. What were the advantages of the internship program for your organization? _____

4. Describe the challenges of the internship program. _____

5. How would you assess the overall value the intern provided to your organization? _____

6. How can the internship program be improved? _____

7. Additional comments: _____



DIRECTORY/ RESOURCES

WORK AND LEARN INDIANA

Phone: (317) 264-6852

Email: WorkandLearnIN@indianachamber.com

Web Site: workandlearnindiana.com

Address: 115 West Washington Street, Suite 850 South, Indianapolis, IN 46204

Account Registration: workandlearnindiana.com/register

SOCIAL MEDIA:

Facebook: [@WorkandLearnIN](https://www.facebook.com/WorkandLearnIN)

Instagram: [@WorkandLearnIN](https://www.instagram.com/WorkandLearnIN)

LinkedIn: [Work and Learn Indiana](https://www.linkedin.com/company/workandlearnindiana)

Pinterest: [@WorkandLearnIN](https://www.pinterest.com/WorkandLearnIN)

Twitter: [@WorkandLearnIN](https://twitter.com/WorkandLearnIN)

YouTube: [Work and Learn Indiana](https://www.youtube.com/channel/UCqK8j8j8j8j8j8j8j8j8j8j)

IMPACT Awards: workandlearnindiana.com/impact-awards

Downloadable digital copy of the guide: workandlearnindiana.com/employer-guide

ADDITIONAL RESOURCES

Indiana Chamber of Commerce

Phone: (317) 264-3110

Web Site: indianachamber.com

Indiana Commission for Higher Education

Phone: (317) 464-4400

Web Site: in.gov/che

Indiana Department of Labor

Phone: (317) 232-2655

Web Site: in.gov/dol

Office of the Indiana Attorney General

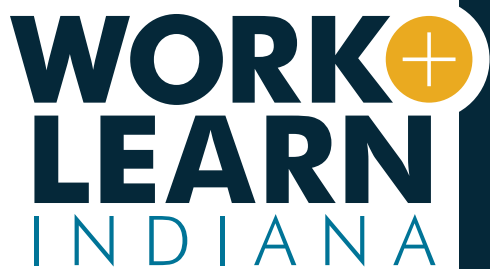
Phone: (317) 232-6201

Web Site: in.gov/attorneygeneral

United States Department of Labor

Phone: (866) 4-USA-DOL

Web Site: dol.gov



www.workandlearnindiana.com



© Work & Learn Indiana 2021