



**DUBUQUE**  
AREA CHAMBER OF COMMERCE

Leading Businesses.  
Leading Communities.™



# Employer INTERNSHIP GUIDE

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### **INTERNSHIP CONNECT MISSION**

The Dubuque Area Chamber of Commerce promotes internships to engage our local college students, connect them to the business community and retain them after they graduate providing a better educated, better prepared and more available workforce for the Dubuque Area.



Experiential education is a way to create a pipeline of highly talented students for local organizations, foster relationships between higher education and employers, and infuse local economic development initiatives. Developing a strong level of understanding between the three fundamental components, the student, the business and the school, is crucial. It is the Chamber's role to facilitate, and develop those relationships creating a mutually beneficial environment for training, development and retention.

All organizations can benefit from an effectively planned and properly structured internship program. Internships are a classic win-win venture. Students gain real world experience, making them more marketable as they move into the workforce. Businesses have access to new concepts and ideas through interns, and reduce turnover and training time for entry-level hires. Finally, the community benefits from the increased likelihood a student will remain working in the area based on a positive internship experience.

The Dubuque area is fortunate to have a workforce recruitment pool of 7 colleges within a 25 mile radius, which represents approximately 18,000 students. By encouraging greater participation in local internship programs, the Chamber plans to increase the retention of skilled, trained workers in the area.

This publication is a piece of a larger internship promotion campaign and workforce program of the Dubuque Area Chamber of Commerce. In addition to this guide, the Chamber offers other resources to assist businesses in realizing their potential through internship programs. Please refer to the other resources section of this manual for further details.

Thank you,

A handwritten signature in black ink that reads "Zoë Pole".

Zoë Pole  
Director of Community Development  
Dubuque Area Chamber of Commerce

## I. An Internship Is...

An internship is, first and foremost, a career-enhancing, skill-building learning opportunity. It is a working experience that extends a student's learning beyond the classroom.

An intern is a college student who works in a temporary position with an emphasis on on-the-job training, providing an experiential component to the student's education and enhancing skills and marketability. Internships allow students to network, gain experience and be pro-active during their transition from student to professional.

Interns can be hosted in any type of organization - from large corporations, to sole proprietorships and in almost any industry. Internships can be paid, unpaid, or offered a stipend; they can be for credit or not for credit; they can be part-time or full-time; and they typically last 6-12 weeks, but that also varies.

An internship should be designed to meet the needs of the company as well as the learning goals of the student. An internship should not be created solely to carry-out clerical and/or less desirable tasks. It is a part of a student's education, and should be treated as such. Internships are distinguished from a part time job or volunteer experience in that there is an intentional "learning agenda" structured into the experience. Students bring value to the organization through new concepts and ideas, and training in the latest technologies. Businesses also benefit from the opportunity to assess potential full-time hires without making a long-term commitment.

### **OTHER VARIATIONS OF INTERNSHIPS:**

- **Cooperative Education**  
Cooperative education provides a student with multiple periods of work related to the student's major or career goal. The typical program plan is for a student to alternate terms of full-time classroom study with terms of full-time, discipline-related employment. Since program participation involves multiple work terms (3-4), a student gains a year or more of career related work experience before graduation. Virtually all co-op positions are paid, and the vast majority involves some form of academic credit.

- **Exposure Program**  
An exposure program allows a student to learn a variety of aspects of working in a particular field. By dividing the internship experience into 2-3 week sessions in 4-6 departments the student is able to learn enough to understand daily procedures without being fully trained in any individual department, providing a general view of the entire operation.
- **Service Learning**  
Service learning allows a student to work in organized service within a community. They may work in a school, institution of higher learning or community service program. Other possible service learning projects might include working at a shelter for battered women, preserving native plants, designing a neighborhood playground, or assisting in a reading program at a local elementary school.
- **Externship Job Shadow**  
Externships are distinguished by their short duration. A student spends a short period of time (usually one to three weeks) observing and working with professionals in his or her career field of choice. The student experiences a typical day on the job and observes the work environment and demands of the career. Externships enable a student to investigate a career field without making a long-term commitment. They are most common in the legal and medical fields and are unpaid.
- **Apprenticeship**  
Apprenticeships allow individuals to learn a highly skilled trade, and make money doing it. They offer both practical experience and in-school training. Apprenticeships are paid and wages increase as the apprentice gains experience. Apprenticeships vary in length from one to five years.

## II. Why Host Interns?

Interns can be a valuable asset to any organization, especially for special projects or peak seasons.

### INTERNSHIPS BENEFIT EVERYONE:

#### Students...

- Can earn academic credit
- Gain industry knowledge they won't learn anywhere else
- Acquire a better understanding of the demands and requirements of a particular career field
- Develop realistic expectations about the profession they are seeking
- Develop and enhance employability skills
- Establish a network of professional contacts, mentors, and references
- Explore and clarify their career goals with professionals in the field
- Learn the company culture of a potential future employer
- Could land a full-time job
- Have the chance to combine classroom theory and learning with practical work experience
- Earn higher average starting salaries
- Ease the transition from college to career
- Build their resume

#### Employers...

- Have the opportunity to assess students' work, and "fit" with the company before making a long-term hiring commitment
- Enhanced recruitment and retention outcomes, hence, improving their "bottom line"
- Reduce turnover and training time for entry-level employees
- Access new concepts, ideas and the latest technologies through their interns
- Benefit from skilled staff support that can handle a variety of assignments and projects
- Can leverage their time more efficiently
- Have additional resource for large projects
- Gain added staff capacity during peak seasons
- Provide junior level managers an opportunity to gain supervisory experience
- Increase awareness of their business as a potential employer
- Create ambassadors for their business on campus

#### Community...

- Gains a more thoroughly educated, prepared and efficient labor force
- Gains increased cooperation between the business and higher education communities
- Gains an increased likelihood that students will remain after graduation as young professionals

## Did You Know?

*According to the Workforce Data and Business Development Bureau of Iowa Workforce Development:*

- Iowa's working-age population could decrease by over 200,000 workers by 2030.
- Unemployment rates have been decreasing across the state, which has resulted in tighter labor markets.
- Iowa's labor force is aging. In 2006, workers age 45 and older accounted for 38.2 percent of the labor force compared to 33.3 percent in 2001.
- The gap between the skills needed by employers and the skill level of a large share of the state's workers poses a challenge for the Iowa economy.
- Economic strength relies on investing in a skilled workforce.

*Employers responding to the National Association of Colleges and Employers (NACE) 2009 Experiential Education Survey reported:*

- Offering full-time jobs to nearly 70% of their interns.
- More than 80 percent of those offers were accepted.
- At the one-year-after-hire mark, about one-third of respondents reported higher retention among their converted interns and co-ops than with all other hires. Five years after, nearly 40% reported better retention.
- The percentage of interns converted to full-time employees increased from 35.6% in 2001 to 50.5% in 2008.
- The percentage of interns receiving full-time job offers as a result of their internships increased from 56.9% in 2001 to 69.6% in 2008.
- 77.3% of employers say they use their internship programs primarily as a tool for recruiting entry-level talent.
- Employers reported that on average 35.3 percent of all their full-time entry-level college hires from the Class of 2007-08 came from their own internship program.
- More than 80% of the Fortune 500 offer internships.

### III. Company Readiness

#### Executive Level Support

Successful internships begin with executive level support. Not only do funding decisions start here, the overall attitude towards the value of interns can be made or broken by the culture of the executive team. To make a case for the value of interns, focus on overall organizational reasons for hosting interns. Point to the bottom line. An effective, well managed program is the single best college recruiting tool, not to mention effectively reduces turnover by providing the opportunity to make more educated hiring decisions.

#### Define the Objective

The objective of the internship position should be detailed and measurable, and act as a guide to give the intern direction. The objective needs to be known and accepted by staff in order to send a clear and consistent message of support.

#### Select an Appropriate Intern Supervisor

Identify a supervisor who is willing and able to commit to supervising an intern. It is important for the person who is supervising to have buy-in and see the value an intern brings to their department. If the direct supervisor doesn't demonstrate this buy-in, and views the intern as an inconvenience, the result will be a negative experience for both parties. Supervisors should be willing to commit to day-to-day guidance and be comfortable with providing feedback regularly.

#### Creating the Job Description

- Identify a project, or tasks that would be useful to have additional staff support on, and that would provide valuable career experience for a student.
- List the title of the position, department the intern will belong to and the title of the person the intern will report to.
- Provide a brief overview of the organization. This could include the company's mission statement and the objective of the internship.
- Outline requirements – for example, preferred major(s), level of college experience, specific computer skills, etc.
- Outline expectations – a bulleted listing of projects and responsibilities, including additional requirements like events that take place out of regular business hours.

- Outline other details – for example, the number of hours the student will be expected to work per week and the level of flexibility within those hours, the season and length of time they will be required, hours of general business operation and compensation.
- Outline accepted method(s) of application – email, mail, in person, phone, fax or online application. Include the person to whom cover letter and resume be submitted, contact information and organization's website.



Visit [www.DubuqueChamber.com/internship](http://www.DubuqueChamber.com/internship) to use the Job Description Wizard to walk you through the process!

#### Credit Guidelines

Outlined here are general requirements set forth by area higher education institutions in order for a student to earn college credit for his or her internship experience. Keep these guidelines in mind as you develop your program. *\*Internships must be deemed eligible for credit by the higher education institution. Employers must work with the institution(s) in order to offer academic credit for the internship.*

##### Loras College

- Students participating in a school credit internship must have 150 hours at their organization for a 3 credit internship.
- Particular academic departments have the ability to obtain 6 credits.
- Organizations must provide a “substantial learning experience” (Determined by institution reviewing the job description as well as the company providing supervision to the intern).

##### University of Dubuque

- Students are required to meet the prerequisites within their major to qualify for an internship for academic credit.
  - GPA
  - Credits completed within major
  - Approval by the faculty advisor
  - Assigned internship instructor within their major
  - Approval by Academic Dean
- Students must have a learning contract signed by themselves, their site supervisor and assigned intern instructor. This will then be approved by the Academic Dean.

- The number of credit hours a student needs to complete for an internship is dependent on the major being pursued.

For example: Business/Accounting majors require 6 credits or 300 hours, while other majors are 3 credits or 150 hours.

#### Clarke College

- Students are required to have a minimum GPA of 2.0 and have completed 30 credits.
- Internship must directly correlate with the students major to be considered for credit. Academic advisor needs to approve the internship as a viable learning experience within their major field.
- 2-4 credits are given for most internships. Minimum of 60 hours in order to receive 1 credit.
- Internship must be a meaningful experience in order to receive credit.

#### Northeast Iowa Community College

- Students must have completed at least 50% of their AA or AAS programs and have a minimum GPA of 2.5.
- Internships are taken for 1, 2, or 3 credits.
  - 3 credits = 192 hours
  - 2 credits = 128 hours
  - 1 credit = 64 hours

#### University of Wisconsin Platteville

Depending on the academic major, each internship program will have different requirements. The following are links to departmental web pages that detail the requirements for internships:

#### **Business & Accounting:**

[www.uwplatt.edu/busacctng/intern.html](http://www.uwplatt.edu/busacctng/intern.html)

#### **School of Agriculture:**

[www.uwplatt.edu/soa/interns.html](http://www.uwplatt.edu/soa/interns.html)

#### **Communication Technologies Department:**

[www.uwplatt.edu/commtech/pdfFall07InternshipHandbook.pdf](http://www.uwplatt.edu/commtech/pdfFall07InternshipHandbook.pdf)

#### **Industrial Studies Department:**

[www.uwplatt.edu/ind\\_studies/internship\\_forms.html](http://www.uwplatt.edu/ind_studies/internship_forms.html)

#### **Engineering / Chemistry / Computer Science:**

[www.uwplatt.edu/ems/coop/index.html](http://www.uwplatt.edu/ems/coop/index.html)

*For contact information for each of these offices, see page 21 for a complete list.*

## IV. Intern Project Ideas

What does a good intern project look like? Projects should benefit the organization while contributing to the student's education. The following are some examples of projects an intern could undertake or assist with:

- PR Campaign
- Marketing plan
- Write copy for a new publication
- Proofread and edit new publications
- Write/create handbooks, guidelines, reference materials
- Write or design company newsletters
- Create a fundraising plan for a non-profit
- Help with development of training programs for employees
- New website development
- Grant research and writing
- Analytical projects
- Marketing materials/graphic design projects
- Planning company events, conferences or festivals
- Analysis of company HR issues
- Film, edit and produce a company video
- Plan a company golf outing
- Plan a company retreat
- Work on a call campaign for awareness, fundraising, or client outreach

Internships are often project-based work the organization would like to accomplish, but has not had the resources to complete. Some other suggestions include:

- Keep a balance of daily and long-term projects, so that when a smaller task is completed, or there is a question to be addressed on the long-term project, other tasks are available to move onto.
- Keep a queue of projects available for students in their outlook task manager.
- If an intern has completed a long-term project over the course of his or her time with the organization, allow them the chance to share his or her accomplishments with senior-level management. This provides a great opportunity for the student to demonstrate their value to the organization, meet senior management if they haven't already and practice professional presentations skills.

- Set your interns up for success. Proof any professional communication that they will be sharing. This is not only important for the image of your organization, but also to prevent the fear of failure on the part of the student. Your intern may be a great help for you in writing drafts of articles, press releases, letters, emails and marketing pieces. With your review, this process frees up your resources and provides great practice in professional communications for the student.
- Encourage students to attend professional meetings, staff meetings and retreats, lunch functions, company picnics, and any networking opportunities that you do. Introduce them to other business people, to help them extent their professional networks. If there isn't the possibility of a full-time position with your organization, this is the best time for a student to make other business connections. Encourage students to participate in Young Professional organizations, like *YP Dubuque*, and get involved with the community.

## V. Intern Coordinators

As we have addressed, successful internships begin with executive level support, and also require buy-in from intern supervisors. However, often, these are not the people responsible for the successful implementation of an organization's internship program.

Pick one person or a team who is responsible for intern program coordination. Responsibilities may include:

- Evaluation of need within the organization
- Updates on intern job descriptions
- Posting of opportunities
- Interviewing of potential candidates (though this may be more appropriately shared with or handled by the selected intern supervisor)
- Ensuring adequate intern workspace, tools and resource availability
- Coordination of intern on-boarding
- Coordination for intern activities
- Coordination of intern exit interviews

## VI. Compensation

Internships can be either paid, unpaid, or offered a stipend, depending on the nature of the work performed by the intern, scope of responsibilities, and the ability of the organization to pay. Naturally, students are drawn to positions that offer compensation for their commitment, but the fact that many majors require an internship to graduate produces high demand for all types of internships. Non-profit organization such as charities, think tanks and human services most frequently offer unpaid positions. In addition, alluring media industries, academia, healthcare, and government are also among those offering the highest percentage of unpaid internships.

If you are unable to pay an intern, consider an alternate approach: Invest money in your internship program, and invest yourself in your intern – your time, experience & mentorship. Make it a truly rewarding learning experience and provide all of the tools your intern will need to work comfortably in your office. That alone will go a long way to creating a positive experience for the intern. Offering a worthwhile internship is an investment for your organization. It's an investment of time and money and can mean investing in additional insurance, purchasing additional equipment, and other associated expenses. Ultimately, you want to create a long-term internship program that may even grow to include multiple interns. To do that, you need to prepare and build the right infrastructure. It's an upfront investment that will yield great dividends over time.

### COMPENSATION OPTIONS:

#### **Paid:**

Pay scales can vary from the type of industry, level in school and geographic area. Most interns are paid in the range of \$8-\$12 per hour. Internships that are paid hourly should receive at least minimum wage, which will greatly increase the probability of attracting quality candidates, and increases the likelihood a student can focus more on the internship rather than having a second part-time job.

#### **Stipends:**

Stipends are an option if your budget does not allow for a paid hourly position. A stipend can assist with living expenses, travel costs, meals and wardrobe expenses for the student.



Consider offering a set amount of money upon successful completion of the internship (\$200-\$600, or roughly \$2-\$3 per each hour worked during the internship).

- Consider benefits you may be able to offer (see ideas to the right).
- Consider offering a gift certificate to a campus store where the money can be used for books and supplies, or to another location. This will save the student from paying payroll taxes on the stipend amount.

#### Unpaid:



**FACT:** According to University of Dubuque records, less than 40% of their students pursuing academic credit received compensation.

#### Creative Solutions:

Do you already employ a student in a paid, non-internship position? Consider allowing them to take on a project above and beyond their regular job responsibilities that they could earn credit for, while furthering their experience with your organization, their job, and career path.

If you do select to host unpaid interns, it is important to be providing a substantial educational experience, and be aware of legal standards. Under the Department of Labor's Fair Labor Standards Act, six criteria have been instituted to define an unpaid intern. They are as follows:

1. The training, even though it includes actual operations of the facilities of the employers, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the student.
3. The student does not displace a regular employee, but works under the close observation of a regular employee or supervisor.
4. The employer provides the training and derives no immediate advantage from the activities of the student; and on occasion, the operations may actually be impeded by the training.
5. The student is not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the student understand that the student is not entitled to wages for the time spent training.

#### Benefits:

Consider benefits you could offer students – be creative!

- Course credit (remember to work with the education institution before offering this benefit)
- Parking
- Mileage
- Housing
- Fitness facilities
- Cafeteria costs
- Holiday pay
- Professional memberships (i.e. *YP Dubuque*)
- Professional development opportunities

## VI. Time Commitments

#### Season Selection

Frequently, internships are part-time during the academic year and full-time in the summer.

*Summer* – If you would like to host a full-time intern, summer is the best option.



**Tip!** Remember that if a student wishes to earn credit for the internship during the summer they will likely need to pay for that credit separately from his or her in-session expenses (i.e. often not covered by financial aid)

*Fall & Spring* – During the school year, flexibility is key. Be mindful of class schedules. This experience is a part of the student's education. Regular class schedules must take priority when establishing your intern's work schedule.

#### HOURS

Keep your compensation arrangements in mind when selecting hours. If you are offering an unpaid, or small stipend for your internship, consider the student's need for supplemental income. If it is possible, flexibility in scheduling will provide a welcome relief for the student.

## VII. Grant Resources

### IOWA DEPARTMENT OF ECONOMIC DEVELOPMENT INTERNSHIP PROGRAM



The Iowa Student Internship Program links college students from Iowa schools to internship opportunities in small and medium sized firms in the biosciences, advanced manufacturing and information technology industries with the goal of transitioning the interns to full-time employment in the state upon graduation.

#### Eligibility

The program is available to Iowa based companies that meet all three of the following criteria:

- Fewer than 500 employees, with a significant portion employed within the state of Iowa.
- Engaged in one of the targeted industries of biosciences, advanced manufacturing or information technology.
- Offer internships to students of Iowa community colleges, private colleges, or regent institutions.
- Summer internships will last a minimum of eight weeks (averaging no less than 30 hours per week).
- Semester internships will last a minimum of 14 weeks (averaging no less than 10 hours per week).
- An eligible student must be within two years of graduation and enrolled at one of Iowa's community colleges, private colleges or regent institutions.
- Eligible companies can apply for support for up to three internships.

#### Awards and Spending Guidelines

A company can apply for a maximum of three internships per fiscal year. The award amount allowable through this program will be in an amount of one dollar for every two dollars paid by the business to the intern. Awards are available up to \$3,100 for any single internship. Students hired as interns must be paid at least twice the minimum wage. The award is managed on a reimbursement basis with a limit of two draws. All expenditures under the award must be supported with payroll or other appropriate documentation. Funds can

only be used for reimbursement of wages during the designated internship period. Program funds shall not be used to cash flow a business. No funds that have been generated through any state source can be used as matching funds; federal funding is an eligible match. Funds spent prior to receiving the award cannot be used as matching funds.

#### Internship Experience

The intern must be involved in a substantive experience in one or more of the following areas: research and development, engineering, process management and production, product experimentation and analysis, product development, market research, business planning and administration.

#### How to Apply

An eligible business must submit an internship application for assistance to the Iowa Department of Economic Development. Applications and instructions are available at [www.iowalifechanging.com/business/ic/internship\\_program.html](http://www.iowalifechanging.com/business/ic/internship_program.html)

#### Contact Information

Alana Anderson, *Program Manager*  
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200 East Grand Avenue  
Des Moines, Iowa 50309  
[www.iowalifechanging.com/business](http://www.iowalifechanging.com/business)

## OPERATION: NEW VIEW

Funded by the American Recovery and Reinvestment Act of 2009, Operation: New View Community Action Agency will be offering scholarships and paid internship opportunities to low-income students living in Dubuque, Delaware and Jackson counties. Both internships and scholarships are available for any anyone with eligible income levels going into any field. Businesses can apply to host an intern funded by the program. Applications are being accepted now through July 2010.

### Scholarship Description:

Operation: New View Community Action Agency received federal funding to be used as scholarships. There may be up to 25 scholarships given and each applicant is eligible for up to \$2,120. This scholarship is geared for low-income individuals who live in Dubuque, Delaware, and Jackson counties. Scholarships may be applied towards tuition and fees, books, child care services, and transportation for the Fall 2009, Spring 2010, Summer 2010 or Fall 2010 semesters. The deadline for scholarship applications is July 31, 2010.

### Internship Description:

Operation: New View Community Action Agency also received federal funding for internships to be used by up to 25 individuals. The interns will work approximately 15 hours a week for up to 25 weeks. Operation: New View Community Action Agency will find the PAID internships for applicants who qualify. This internship opportunity is designed for low-income individuals who live in Dubuque, Delaware, and Jackson counties. The deadline for internship applications is July 31, 2010.

### Submission of application:

Individuals interested in applying for an internship or scholarship and businesses interested in hosting paid interns may submit completed applications no later than July 31, 2010 to:

Becky Jenkins, Special Projects Coordinator  
Scholarship Applications

Operation: New View Community Action Agency  
1473 Central Avenue, Dubuque, Iowa 52001  
bjenkins@operationnewview.org  
Fax: 563.556.4402

## VIII. Recruiting Quality Candidates

Companies often prefer to hire students who have 2-3 years experience in the area of study they are focusing on. This provides a greater likelihood that the student is committed to the career path they are studying and may also have learned more of the skills required for the job.



**Tip!** *Quality candidates search for positions early.* On average, employers post six and one half months prior to the hire date.

The Dubuque Chamber is working with area employers to post internship program profiles on [AccessDubuqueJobs.com](http://AccessDubuqueJobs.com). Profiles, which include quick facts about the program, testimonials, pictures and videos offer an appealing way for students to get a feel for working in your organization. Profiles can be viewed by clicking on the internship page on [AccessDubuqueJobs.com](http://AccessDubuqueJobs.com).



**Tip!** *Internships are free to post on [AccessDubuqueJobs.com](http://AccessDubuqueJobs.com)*



High-touch activities are rated as the most effective recruiting methods in filling internship positions and are also the most widely employed. Overall, employers ranked career fairs as the most effective, on-campus recruiting second and referrals from prior and current interns as the third most effective recruiting methods. Another successful method that is not as widely used, but highly effective, is cultivating relationships with area college faculty who teach in your field.

### INTERN RELOCATION

According to the businesses surveyed by the National Association of Colleges and Employers just 50% of employers offer relocation assistance for interns. This varies, however, depending on the sector and region. Fifty-three percent of Midwest employers surveyed report offering this benefit.

## HOUSING RESOURCE

For out of town students coming to or staying in Dubuque for an internship, there is a resource for free housing available. The University of Dubuque offers their dormitories during summer months for out of town students interning in the area.

For more information about this resource, or to make arrangements for an out of town student to be housed contact the University of Dubuque Career Services office at 563.589.3132.

## IX. On-boarding

Training and orientation are crucial to making a student feel like a contributing member of the team. It is important to give students the opportunity to learn about the structure of the organization they are working in and what they bring to the overall picture.

- Provide your intern with an organizational chart so that they can see how they fit in.
- Outline the department or company's overall goals and objectives and demonstrate how the interns assistance will help to meet those goals.
- Provide an overview of the benefits of working for your company, possible career paths and growth opportunities. This is an opportunity to 'plant the seed' of future employment possibilities, if applicable.

An internship should have pre-set goals outlined by the employer and agreed upon between the employer and student to ensure all expectations are being met. Check back on these expectations throughout the students time of commitment.

### First day orientation should include:

- Office logistics – introduce them to staff they will come in contact with. Point out break rooms, coffee makers, production rooms and restroom facilities. Outline parking options, show them to their workspace and provide instruction for telephone use and computer logins. Discuss breaks and lunch policies, provide instruction on use of copy machines or other equipment the intern may use frequently.

- Review expectations – time commitments, compensation, punctuality, dress code, events they may attend or requests above and beyond the work day, and any other company policies.
- Discuss expectations of both the supervisor and the student. Establish a plan to follow up on those expectations.



### Fact!

94% share his or her experience with friends  
65% believe his or her internship could be improved, according to Intern Bridge, Inc.

## X. Intern Handbook

An intern handbook provides the student with materials needed for day-to-day reference and overall organization information. Think of it as a condensed version of your employee handbook. Internship handbooks:

- Provide students with an overall picture of your organization. Show organizational charts, outline organization missions and objectives and demonstrate how the intern will fit into this picture and what he or she brings to the table.
- Provide answers to frequently asked questions related to compensation, expectations, hours, break & lunch procedures, etc.
- Provide workstation information, logins, passwords, email account information, frequently used websites, intranets or internal files.
- Outline schedules if applicable.

## XI. Giving & Receiving Feedback

Students can quickly become an ambassador for your company on campus, or your adversary. To make sure your interns remain the former, communication is key. If a student has a great experience with your company they will:

- Be likely to recommend your internship to other students.
- Relay the message to career counselors, and professors on campus who will advocate for your program.

- Come back in the future if and when you are looking for interns, or full-time hires.

On the contrary, if a student has a negative experience, you can be sure the news will spread equally as fast!

It is important for both parties to find value in the internship experience. An internship should be designed to meet the needs of the company and learning goals of the student. Start the season with outlined expectations from both parties. Ask the student what he or she hopes to gain as a result of their time with the company. Share with the student an outline of expectations, and projects that they will be contributing to throughout their internship. Many colleges will require that the student and supervisor meet at mid-term and at the end of a semester, if the internship is being taken for academic credit.

Mid-term reviews can be a great opportunity for the student and supervisor to touch base on his or her expectations and goals that were set at the beginning of the season to gauge if they are being met.

At the beginning of the internship, establish expectations and your method for following up on those expectations. It is equally as important for the student to provide feedback on his experience as it is for the supervisor to provide feedback on the student's work. Feedback from the supervisor provides the opportunity for the student to grow professionally as well as ensure they are on the right path to meeting credit requirements, if applicable. Feedback from the student's perspective provides the opportunity for employers to continuously improve upon the internship program.

Encourage students to bring their ideas to the table. Provide an exit interview, or evaluation form. If an idea that is brought forward is not appropriate for your company or the scenario, explain why, but show your appreciation for the feedback. A student who feels like they are contributing value to the team will be far more apt to accept a job offer come graduation time.

## MENTORING

Encourage interns to seek out and develop mentoring relationships with individuals in your organization. This person can act as a mentor for inter-office questions or for general career advice. Relationships established during the internship may extend into future mentor/mentee relationships. Having established that relationship within your organization will give your interns a strong feeling of connection to the company when they begin their job search.

If you select to incorporate mentoring formally into your program you may consider assigning a mentor at the beginning of the internship. Ensure that your mentors emphasize and can commit to an open door policy, which will increase the student's comfort level and greater enhance the relationship. Finally, include the mentor in the intern's evaluation process.



Tip! YP Dubuque can be another great avenue for your interns to develop mentoring relationships.

## XII. Measuring Program Successes

### HOW CAN YOU MEASURE THE SUCCESS OF YOUR INTERNSHIP PROGRAM?

Measuring the success of a program can vary greatly from one company to the next depending on the size and needs of the organization. Some companies may use their internship program primarily for future recruiting purposes. Other companies (especially smaller ones) may not always need to fill full-time job openings, but still count on interns to assist with special projects or peak seasons, and hope to provide students with valuable industry knowledge. Different measures can be used to gauge your success no matter what the ultimate goal of your program is.

As part of continuous improvement, you should reexamine the different aspects of your program often, including such factors as processes, position descriptions, grade level requirements and other factors based on feedback from interns, mentors and supervisors. You may also find ways to enhance and expand your internship program as it matures.

### **Possible Areas to Assess**

- Does the program clearly reflect appropriate policies and best practices for recruitment, selection, and development of interns in preparation for full-time employment?
- Is the internship experience sequential, cumulative and applicable in career learning?
- Does the program require interns to demonstrate an intermediate to advanced level of professional skill in study areas?
- Do faculty, mentors, coordinators and supervisors serve as professional role models?
- Does the program make significant efforts to attract interns from diverse backgrounds.
- Does the program engage in an ongoing self-study that addresses successful outcomes.
- Does the program involve interns in every step of design, implementation and evaluation.

### **Tools for Assessing your Program**

- Intern's work assignment journals
- Intern's exit evaluation & feedback
- Faculty advisor's feedback
- Faculty's evaluation of intern
- Mentor's evaluation of intern
- Supervisor's evaluation of intern
- Review position description
- Review employment contracts
- Review evaluation forms

### **Methods for Measuring Program Success (Intended for Recruitment Purposes):**

- Monitor conversion of graduating interns to regular full-time employees (number of interns accepting full-time offers divided by the number of interns eligible for hire).
  - Aim for 50% to begin, with goals to reach 70-80% with a mature program.
- Gauge the percentage of total new college hires that come from the internship program.
  - If successful, at least 25% of new graduate hires should come out of your internship program.

### **Methods for Measuring Program Success (Intended for General Purposes):**

- Increase in number of applications received.
- Increase in variety of schools represented through your applicants.
- Interns interested in repeating their internship.
- Increased satisfaction rating on exit surveys and interviews.
- Increased supervisor satisfaction.
- Increase in the number of intern projects completed in a term.

Continually monitoring and evaluating the success of your internship program will help you determine if it is meeting the needs of all those involved. A formal evaluation will also make a stronger business case for your organization, providing stability and continuity for your internship program.



# XIII. Samples & Examples

## INTERNSHIP JOB DESCRIPTION TEMPLATE

[insert logo]

[POSITION TITLE AND SEASON]

**Date of availability/posting:**

**Organization:**

**Address:**

**Contact:**

**Phone:**

**Fax:**

**E-mail:**

**Organization Website:**

**Organization overview:** (mission statement, etc.)

**Department for Internship:**

**Preferred Major/Background:** [list all majors being considered, or open if any will be accepted]

**Position objectives/goals:** [Learning objectives should be set that relate to both the employer's goals and desired outcomes as well as those of the student]

**Responsibilities:** [list projects, daily duties, etc.]

**Qualifications/Skills Needed:** [list technical and other]

**Season/Term of employment:** [enter month(s), semester(s), season(s)]

**Hours per week:** [Full time, part time (outline range of hours)]

**Schedule:** [Flexible or set hours (outline schedule)]

**Compensation:** [Paid hourly (include rate), un-paid, stipend (can include stipend rate)]

**Expectations/Commitments:** [List general expectations of the intern; also list things the intern can expect of the employer]

The Intern will:

- 

(Organization name) will:

- 

**Preferred Method of Application:** [fax, email, in person, mail, apply online (provide website)]



**Tip!** For assistance with your job description electronically (including tips) visit [www.dubuquechamber.com/internship](http://www.dubuquechamber.com/internship) to use the Chamber's Job Description Wizard



## POSITION DESCRIPTION – SAMPLE A

**Job Title:** Community Development Intern  
**Division:** Community Development  
**Reports to:** Director of Community Development

### Function:

The Community Development Intern will assist the Community Development director with projects and events promoting the Dubuque area as a place to live, work & play; working with businesses, community groups, and schools on workforce recruitment and retention.

### Dubuque Area Chamber of Commerce Mission Statement:

To be the primary advocate of the Dubuque area business community in recognition of our responsibility to sustain the area as a desirable place to live, work and play.

### Possible projects and activities:

- Gathering data and testimonials from area employers regarding internship programs
- Maintenance of the 'Internships' section of AccessDubuqueJobs.com
- Assistance with compiling data for the cost of living index for the Tri-State area
- Attendance of Young Professionals college committee meetings
- Attendance of YP professional development luncheons as available
- Maintenance of YP luncheon breakdowns and attendance records
- Maintenance of the YP Dubuque membership database
- Updating new and dropped members
- Assistance with research and creation of content for Employer Resource Guide publication
- Assistance with research and creation of content for 'Internship Connect' section of Dubuque Chamber website
- Attendance of workforce meetings as needed
- Help with event planning:
  - (Fall) Welcome Back Bash
  - (Fall) Business Tours
  - (Fall) Assistance with Greater Dubuque CEO Networks (in partnership with GDDC)
  - (Spring) Dubuque LIVE
  - (All) Chamber Intern Orientation/Appreciation luncheon
- Assistance with writing content for Chamber newsletter articles
- (Summer) Gathering information for, assembling and delivering DBQ 101 packets for colleges
- Assistance on additional projects as assigned.

### Requirements:

- Junior or Senior standing preferred
- Strong communication and writing skills
- Working knowledge of Microsoft Word, Excel & Outlook.
- Strong work ethic, confidence and creativity!

### Details:

- Internship is open to all majors
- One position available each for Spring/Summer/Fall
- 10-20 hours/week (flexible based on schedule)
- Office hours are 8 am - 5 pm
- Stipend offered upon successful completion of the internship

### To apply:

Email or mail resume and cover letter to:

Zoë Pole, *Director of Community Development*

#### Dubuque Area Chamber of Commerce

300 Main Street, Suite 200, Dubuque, IA 52001

zpole@dubuquechamber.com

or apply online @ [www.accessdubuquejobs.com](http://www.accessdubuquejobs.com)

## POSITION DESCRIPTION - SAMPLE B

**Job Title:** Graphic Design Intern  
**Division:** Marketing & Communications  
**Reports to:** Director of Marketing and the Graphic Designer

### **Function:**

The Marketing Intern will provide support and assistance in the development of marketing and communication collateral based on the Chamber's mission statement:

### **Dubuque Area Chamber of Commerce Mission Statement:**

To be the primary advocate of the Dubuque area business community in recognition of our responsibility to sustain the area as a desirable place to live, work, play and do business.

### **Duties:**

Graphic Design | 60%

- Create a variety of collateral [postcards, brochures, posters, e-blasts, banners, print ads and multi-dimensional pieces]

Communications | 20%

- Design the Chamber Source Newsletter utilizing the template and content already written for you.
- Design e.blasts utilizing Constant Contact.
- Assist in proofing and ensuring the accuracy of the Chamber's communication pieces.

Production of Collateral | 20%

- Assist in facilitating in house production and assembly of marketing collateral.
- Assist in the project management of collateral produced by vendors.
- Assist on additional projects as assigned.

### **Requirements:**

- Completion of 1 year towards a degree in Marketing, Communications, Public Relations or Graphic Design. Preference given to candidates with strong graphic design skills.
- Working knowledge of Microsoft Word, Excel & Outlook. Graphic design skills and working knowledge in the following applications within the Adobe Creative Suite: Illustrator & InDesign. Knowledge of Photoshop would be helpful.
- Creativity!

### **Details:**

One position available each for Spring/Summer/Fall  
10-20 hours/week (Summer intern) flexible based on schedule  
10-15 hours/week (Spring & Fall interns) flexible based on schedule  
Office hours are 8 am - 5 pm  
Stipend offered upon successful completion of the internship

### **To Apply:**

Email or mail resume and cover letter to:

Kelley Schiesl, *Director of Marketing*

**Dubuque Area Chamber of Commerce**

300 Main Street, Suite 200

Dubuque, IA 52001

kschiesl@dubuquechamber.com

or apply online @ [www.accessdubuquejobs.com](http://www.accessdubuquejobs.com)

## INTERN HANDBOOK OUTLINE

### Company Overview

- Mission Statement of the Company
- Values of the Company
- Organizational chart
- Table of Contents Page
- Important Contacts & Resources
- Human Resources [Ex. internship program administrators contact information]
- Intern Resources [Ex. FAQs]
- Intern Calendar of Events

### Policies & Procedures

- Hours of work
  - ▶ Regular office hours
  - ▶ Internship requirements
  - ▶ Holiday schedules
- Time reporting (where applicable)
  - ▶ Accessing & submitting your time card
  - ▶ Overtime
  - ▶ Holidays
  - ▶ Taking time off
  - ▶ breaks
- Training
  - ▶ Outline guidelines
  - ▶ Requirements
  - ▶ Procedures
- Expense reporting
  - ▶ Mileage
  - ▶ Meals
  - ▶ Lodging
- Safety requirements and procedures
- Performance management [evaluating procedures]
- Business conduct guidelines
  - ▶ Ethical business practices
  - ▶ Reputation standards
  - ▶ Customer satisfaction
  - ▶ Phone etiquette
- Personal phone calls and email policies
- Appearance guidelines/dress code [include examples for men and women, casual Fridays where applicable]

### Tools

- Office supplies
- Office equipment instructions [printers, mail machines, fax machines, etc.]
- Workstation [location]
- Email address
- Shared computer drives/files [how to locate, use]
- Access codes [Log ins and Passwords for Company Systems, email account, phone codes]

### Benefits

- Tuition assistance
- Health and work life benefits
- Parking
- Housing
- Holiday pay
- Cafeteria costs
- Fitness facilities
- Memberships
- Professional development opportunities

### Facilities/Grounds

- Break rooms/lounge areas
- Cafeteria
- Restrooms
- Production rooms
- Fitness centers
- Parking
- Emergency exits

\*Include a copy of the Position Description

## XIV. Other Resources

### ONLINE RESOURCES

- [www.dubuquechamber.com](http://www.dubuquechamber.com)
- [www.iowaintern.com](http://www.iowaintern.com)
- [www.iowalifechanging.com](http://www.iowalifechanging.com)
- [www.internbridge.com](http://www.internbridge.com)
- [www.wetfeet.com](http://www.wetfeet.com)
- [www.opm.gov/flsa/index.asp](http://www.opm.gov/flsa/index.asp)
- [www.superinterns.com/](http://www.superinterns.com/)

### AREA CAREER SERVICES COORDINATORS

#### Clarke College

Jane Gassmann  
[jane.gassmann@clarke.edu](mailto:jane.gassmann@clarke.edu)  
(563) 588-6321

#### Loras College

Faye Finnegan  
[faye.finnegan@loras.edu](mailto:faye.finnegan@loras.edu)  
(563) 588-7155

#### Northeast Iowa Community College

Chris Entringer  
[entringc@nicc.edu](mailto:entringc@nicc.edu)  
(563) 556-5110 x 297

#### University of Dubuque

Dr. Amy Baus  
[abaus@dbq.edu](mailto:abaus@dbq.edu)  
(563) 589-3132

#### University of Wisconsin Platteville

Diana Trend  
[trendtd@uwplatt.edu](mailto:trendtd@uwplatt.edu)  
(608) 342-1183

## XV. Program Development Quick Reference

1. Gauge company readiness – Do you have buy-in from senior level, and supervisory level staff? Have you considered compensation options/budgeted for the position? Do you have the tools and workspace required to accommodate an additional person?
2. Identify a project – interns are incredibly valuable when you have a key project you wish to complete but lack the resources for. Consider whether this would be a substantial learning experience that a student could receive credit for.
3. Define specific eligibility and skill requirements.
4. Outline measures to gauge success of project completion.
5. Identify a supervisor – it is crucial to have a supervisor that sees the value in hosting interns, otherwise you risk a bad experience for both parties.
6. Create a job description – contact your Chamber for resources to assist with this.
7. Post the position – internship postings are free on [accessdubuquejobs.com](http://accessdubuquejobs.com), you can also share your openings with local career services offices. Post opportunities at least 6 months in advance to find top-tier candidates.
8. Provide orientation – provide an organizational chart to help them see the overall picture and how they contribute. Match your expectations with your intern and check back on them throughout the semester.
9. Provide a handbook – a handbook is a great reference tool for students to refer back to following the orientation. Address frequently asked questions, policies, procedures, logistics and benefits. For assistance with creating a handbook contact the Chamber.
10. Encourage networking – any opportunity you have to bring your intern to networking events, meetings, or places they could make professional connections and practice his or her networking skills will bring great value to the student. Encourage them to get involved with YP Dubuque (for more information contact the Chamber).
11. Follow up with success measures, and provide feedback throughout the semester.
12. Capstone presentations – give the student the opportunity to demonstrate his or her work upon completion of the program to senior level management, as well as demonstrate their value to the organization.



**Internship Consulting:** Community Development division surveys Dubuque area employers to evaluate company readiness for hosting interns, address and help overcome concerns with launching internship programs, educate on the benefits to business, students, and the community and make recommendations on how to improve, grow or develop a new comprehensive internship program. Services Include:

- Readiness assessment interview
- Detailed recommendations and implementation plan
- Job description development assistance
- Intern handbook development assistance
- Assistance with project ideas
- Internship posting
- Provide considerations for deciding compensation
- Provide academic credit requirements at area institutions

**Internship Development Tools:** The Chamber will provide you with useful tools and resources to make your internship program a mutually beneficial and positive experience for the both interns and the business.

- Employer Internship Guide
- Accessdubuquejobs.com internship program profiles and video testimonials
- Internship job description wizard

**Educational Resources & Intern Development:** The Chamber provides the necessary resource for employers to successfully host interns as well as programming to assist students with internship and career development.

- Employer Internship workshops
- Welcome Back Bash
- Student Field Days
- DBQ Live
- YP College Chapter

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### SOURCES

- National Association of Colleges and Employers (NACE) Research Brief: 2009 Experiential Education Survey
- Labor Shortage Report, Workforce Data and Business Development Bureau, Iowa Workforce Development
- Intern Bridge Whitepages
- Nashville Area Chamber of Commerce
- Davenport One Chamber of Commerce
- Career Philly Internship in a Box
- [www.wetfeet.com](http://www.wetfeet.com)

