

# SITE SUPERVISOR GUIDE



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STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

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# Internships 101

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## WHAT IS AN INTERNSHIP?

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

Criteria for an experience to be defined as an internship:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

## BENEFITS OF HIRING INTERNS

Undeniably, students benefit a great deal from the internship experience in today's increasingly competitive job market. For the majority of graduating college students, real-world experience in the form of internships has become a prerequisite when applying for full-time positions. **What does this mean for you, the employer?** Bottom line, an increased demand among students for internship positions which create a pool of high-value, cost effective talent for employers to recruit! Check out these other benefits and begin to see the real value in hiring an intern!

- Gain year round source of highly motivated pre-professionals
- Student interns bring new perspectives to old problems
- Meet peak or seasonal needs without long-term commitment
- Freedom for professional staff to pursue more creative projects
- Generates pipeline of qualified candidates to meet future recruiting needs
- Increase visibility and branding of your organization on SFA campus
- Enhancement of staff supervisory skills
- Fulfill a civic and professional responsibility
- Help to keep college-educated talent in our region

## INTERNSHIPS @ SFA

At Stephen F. Austin, it is important to know that each academic department handles internships differently. Each academic department determines if an internship will be a mandatory, optional or not an offered component of their degree plan. For academic departments who do offer course credit for internships, it in most cases is the chair of the department who determines if the experience constitutes as an approved internship opportunity and eligible for course credit towards a student's degree. See below for a listing of academic departments offering course credit for approved internship opportunities.

## SFA INTERNSHIP COURSES

Area of Study	Course(s)
Accounting	ACC 485
Agriculture	AGR 431, 432, 433
Anthropology	ANT 400
Chemistry	CHE 480, 481
Communication Studies	COM 390
Computer Science	CSC 385
Criminal Justice	CJS 460
Economics	ECO 485
Elementary Education	Internship I: ELE 351 & lab, 352 & lab, ECH 332, RDG 415 & lab Internship II: ELE 301 & lab, 302 & lab, 303 & lab, ECH 432 & lab Student Teaching: ELE 440, 441, 442
English	ENG 460, 474
Environmental Science	ENV 460
Finance	FIN 485
Forestry	FOR 460
General Business	GBU 485
Geographic Information Systems	GIS 460
Geography	GEO 400
Geology	GOL 364
Health Science	HSC 480
Human Sciences	HMS 420
Journalism / Radio-Television	MCM 480
Management	MGT 476
Marketing	MKT 486
Music Technology	MUT 499
Physics / Engineering	PHY 485
Political Science	PSC 499
Public Administration	PBA 470
Rehabilitation	RHB 495, 496
Secondary Education	SED 450 & lab, 460 & lab
Social Work	SWK 300, 455, 470, 475, 480
Sociology / Gerontology	SOC 400
Spanish	SPA 460
Special Education	SPE 461
Theatre	THR 452

# Internship Roles

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There are several stakeholders involved in the total internship experience – understanding everyone's role will help you better understand your own.

Student Intern	Academic Advisor	Faculty Supervisor	Site Supervisor
<ul style="list-style-type: none"><li>• Select the internship that best fits academic, career and personal needs</li><li>• Seek out a faculty supervisor</li><li>• Meet with the site supervisor prior to the internship to clarify expectations and responsibilities</li><li>• Complete academic assignments as assigned by the faculty supervisor</li><li>• Maintain high standards of professionalism while at the internship site</li><li>• Following the internship, send thank you notes to those who were instrumental to the experience</li><li>• Evaluate the internship site and overall experience</li><li>• Share the good news of your internship experience with other SFA students!</li></ul>	<ul style="list-style-type: none"><li>• Talk with students early in their academic career about internships and timeliness of arranging the experience</li><li>• Discuss with the student intern how internship credit could fit into their program of study</li></ul>	<ul style="list-style-type: none"><li>• Knowledgeable about the field in which the internship is requested</li><li>• Help the intern integrate the internship into his or her total academic experience</li><li>• Discuss the student's goals in locating and completing an internship</li><li>• Serve as a resource for the student in locating and evaluating the appropriate internship</li><li>• Help the student in defining academic requirements for the internship such as a journal, paper, relevant research and/or project</li><li>• Maintain appropriate contact with the student throughout the internship to give direction and support</li><li>• At the end of the semester, meet with the student intern to review the academic projects, to review the experience and evaluate the learning derived</li><li>• Assign and submit course grade</li></ul>	<ul style="list-style-type: none"><li>• Has experience/expertise in the internship area</li><li>• Determine qualifications for the position, interview and orient interns to the organization, and supervise work</li><li>• Serve as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession</li><li>• Meet with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work</li><li>• Provide an evaluation in written form at the end of the internship</li><li>• Recommend ways to enhance the intern's professional and academic development</li></ul>

# Design Your Internship

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## DETERMINE GOALS

As varied as organizations are in age, size, industry, product or service, so too are their internship objectives. What does your organization hope to achieve from establishing an internship program? Whether a corporate company, small business or a non-profit, it is essential for the people within your organization to understand and agree on the program's purpose. So, assemble key personnel to foster healthy dialogue on goals of your internship program (and put them in writing)! Be sure to voice to your crew that it will take commitment of all for the internship program to be successful!

## DEVELOP A PLAN

Thoughtfully write out your internship program plan. Your plan will serve as the framework for your internship position description. Writing a comprehensive plan will help to ensure you meet your program goals and keep you from 'winging it' partway through the internship. When drafting the plan consider these questions:

- **What will the intern do?** Do you plan on hiring this intern for a specific department, project or task? Or will the intern be getting a taste of everything your company does? Spell out every duty to which you expect this intern to be exposed. Just like anyone in the process of learning, an intern will appreciate the structure provided as it helps to ward off lost, confused or bored feelings. Above all, make sure to balance the needs of your organization as well as the abilities and academic goals of the student you seek to mentor.
- **What academic background and experience will you require of the intern?** Decide on the standards beforehand, as this will help to ensure you adhere to your program's goals as well as narrow down the list of contenders to find the best candidates.
- **Will this be a paid internship?** If so, how much? Wages vary widely from field to field, be sure yours are competitive or offer competitive incentives.
- **Who will have primary responsibility for the intern?** Will that person be a mentor or merely a supervisor? Does the mentor/supervisor have management experience? If not, can you offer to this person some basic training in mentoring? Do they enjoy training others? Will they have the time and resources available to coach the intern?
- **How will you assess their performance?** Will it be a formal, written evaluation or an informal conversation over lunch? How often will evaluations take place? Additionally, will you request the intern to evaluate their overall experience and time with your organization? Keep in mind that in order to successfully measure your own program outcome, you should return to the stated program goals and address those outcomes.
- **Where will you put them, physically?** Will they have an office or workspace? Will you assist them with living arrangements, etc.?
- **What resources or training do you anticipate the intern will need?** Will they need approval to access company specific information? Will they need any training to do the tasks assigned? Will they need an identification badge to enter the office each day? What about a parking permit? Do preparations need to be made in advance for their own computer, email account, business cards, etc.?
- **Do you want to plan a program beyond the work you give your interns?** Will there be special training programs, performance reviews, lunches with executives, or social events? Remember, interns are walking advertisements for your organization. If they have a good experience working for you, they're likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students for next year.

# Recruit Your Intern @ SFA

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How do you go about finding the ideal student to fill your internship? ADVERTISE your opportunity on SFA campus, and do it early! Keep in mind, time is of the essence! Students seeking an internship for course credit will need ample time to get their internship opportunity approved by the chair of their academic department. You will most likely want to launch your intern search three to four months before you need the intern to begin. By broadcasting the vacancy early, you are afforded more time to be selective which will help you find the best candidate to suit your needs.

## POST YOUR INTERNSHIP ON JOBS4JACKS – IT'S FREE!

Jobs4Jacks is the employment website all SFA students are directed towards when seeking an internship, a part-time off-campus position or full-time employment. This site is operated and maintained through SFA Career Services and allows employers to post internship and any other employment opportunities to Jobs4Jacks free of charge. It's easy!

### Steps to posting an internship on Jobs4Jacks

1. Access [www.jobs4jacks.sfasu.edu](http://www.jobs4jacks.sfasu.edu) and click on **Employer Login** (right-hand side of page)

#### New Users Registration

- Click on **Click Here to Register!** to begin
- Search for your organization and select. Can't find it? Click on **Can't Find Your Organization**
- Complete all sections
- Click on **Register** and then on **Submit Profile**

NOTE: Once you have registered, your account will be in pending status and features of Jobs4Jacks will not be accessible. When your registration is approved, you will receive an email notification and have full access to Jobs4Jacks. If you do not receive your email notification within 48 hours, please contact our office.

2. Login to your Jobs4Jacks account
3. Place your cursor over **My Jobs** and select **New Jobs**
4. Complete all sections with as much information as possible
  - **Application Instructions:** Enter the procedure in which an applicant may apply for this position
  - **Show Contact Information:** If "No" is selected, contact information will not be viewable to applicants
5. Click on **Save**

## USE MORE THAN ONE METHOD OF ADVERTISING

It's common knowledge that the more avenues used to advertize your internship position, the more fruitful your response! In addition to posting your internship through SFA Career Services on Jobs4Jacks, consider these other marketing tactics:

### 1. Participate in SFA's semesterly Career Expo

Every year hundreds of employers take advantage of SFA recruiting events to meet qualified students for their internship and full-time vacancies, and so should you! SFA's Career Expo is held twice a year, both in the fall and spring semesters. Find upcoming expo dates and registration information by visiting Career Services website at [www.sfasu.edu/careerservices](http://www.sfasu.edu/careerservices).

- 2. Advertise your internship with relevant academic departments**

Educate faculty on your internship opportunities. Faculty see students on a regular basis and have the ability to voice your internship vacancies to their classes. Additionally, many academic departments have a systematic way of disseminating internship information to their students by way of a departmental Internship Coordinator. Contact academic departments of your interest to ask them what way you can best advertise your internships directly to their group of students. For a list of academic majors/departments visit <http://www.sfasu.edu/44.asp>.
- 3. Place advertisements in SFA newspaper**

Every Monday and Thursday students bury their noses in the latest issue of the *The PineLog* to catch up on what's new within the SFA and Nacogdoches community. Building up your organization's brand with the SFA student population will reap great rewards. To inquire about advertising with *The PineLog* visit <http://www.thepinelog.com/> or call 936.468.4703.
- 4. Connect with student organizations**

There are 200+ student organizations at SFA representing every interest imaginable. Tapping into student organizations is an excellent means to broadcast your internship to a large group of qualified students. Send materials to these groups or make arrangements to speak about your internship at one of their business meetings. Find which organizations are most related to your organization or internship opportunity by visiting SFA Student Affairs website at [www.sfasu.edu/studentaffairs](http://www.sfasu.edu/studentaffairs).
- 5. Use social media to promote your internship**

Be where the students are; online 24-7! Make an effort to establish an online presence with Facebook, Twitter, LinkedIn, or (by the time this resource is edited) the newest social application. The social web is prime real estate for advertising your company and internship opportunities. For those of you who need some hand holding on how your business can conquer the online social scene, take a look at the straightforward guidebooks created by mashable.com by visiting their site at [www.mashable.com/guidebook](http://www.mashable.com/guidebook).

# Selecting Your Intern

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## KNOW WHAT YOU'RE LOOKING FOR

It's important to have a game plan before you begin interviewing candidates for your internship position. If you don't have a clear vision of what kind of student you're looking for, you may not even realize the perfect candidate when you find them. What's more, it's vital to determine exactly what information you want to get from the interview. Otherwise, you may end up discovering afterwards that you haven't received enough usable information from the candidates to make a qualified decision. Be sure to revert back to your internship description to help determine what skills, academic background, experience and qualifications your candidates must have in order to achieve an interview for the internship position.

## REVIEW STUDENT RESUMES

Obviously, most students applying for internships do not have resumes chalked full of professional work experiences. However, the jobs a student has worked, campus involvement, leadership roles and academic performance can speak volumes about his or her work ethic, dedication or skill set.

### Prior Work Experience

Whether it is full-time, part-time or seasonal, working any type of job requires punctuality and responsibility; two qualities any employer would want in an intern. Fast food, retail, summer camps are some of the most common jobs seen on student resumes. Look beyond the job title and think about what skills and knowledge the student had to possess to succeed in a particular environment. The student probably developed communication skills while working with the public, trustworthiness while handling money transactions, patience while working with children, etc.

### Campus Involvement

Students who have taken the time to get involved in campus organizations and activities have usually developed strong time management and organization skills, as well as the ability to work within teams and groups. A resume that highlights a great deal of campus involvement is also an excellent indicator of a student's pride and loyalty to their institution. Students who take the time to get involved on campus are invested in their institution in the same way an employee is invested in a company.

### Leadership Roles

For many students, taking on a leadership role is practice for leadership in the workplace. Students who have served as Orientation leaders, campus tour guides, student government representatives or mentors have developed the skills necessary to lead others and communicate ideas effectively. Look for positions within organizations as well, such as Chair of a committee or Vice-President of a group or organization. These positions show responsibility and require a certain level of professionalism.

### Academic Performance and Coursework

A high grade point average (GPA) does not always indicate a good internship candidate, but it does show that the student finds value in knowledge and education. GPA is also a good indicator of a student's work ethic and organization. When searching for an intern, make sure that the potential candidate has completed any coursework that may be necessary to successfully work within the professional setting. If your industry requires background knowledge in a particular subject area, make sure the student has achieved that level before hiring them to fill an intern position.

Always keep in mind that although GPA is an important factor in screening candidates, it is only one piece of the puzzle. Make sure a student also possesses the other qualities you are looking for in an intern.

### Athletic Involvement

Students who have participated in college athletic programs typically possess a great deal of personal discipline because they have had to balance demanding practice schedules with coursework and classes. Athletes are also accustomed to working as members of a team, and those skills can transfer easily into the workplace.

## INTERVIEW TIPS

### 1. Prepare Questions in Advance

Have an established list of questions that you will ask all candidates. It's acceptable to let the discussion go beyond these set questions; however, having this standard set will better allow you to compare candidates after the interview as well as make sure you've covered every point you wish to.

Interviewing students for an internship with little to no professional experience can be a challenge. Here are some suggestions that may help you and the student feel more at ease and provide a more productive interview.

- **Focus on future goals in place of professional experience**  
By asking questions such as "How do you think this internship experience will prepare you for a career?", "What are your goals after graduation?" or "Where do you see yourself in 5/10 years?" you can look for answers that indicate they have thoughtfully considered his or her career path, and are planning to pursue a career related to your industry after graduation. In addition, an ideal internship candidate will express a strong interest in the educational and learning value of the opportunity, and will not be pursuing the experience simply to fulfill a requirement.
- **Inquire about academic experiences rather than professional**  
By asking questions such as "What has been your most rewarding college experience thus far?", "Why did you choose your major?" or "How do you feel your campus involvement relates to the workplace?" you can look for answers that highlight the student's decision-making skills, as well as his or her ability to manage deadlines and academic coursework. Also, by asking these types of questions it allows you to look for a student who can transfer the skills gained in the campus experience into the professional workplace.
- **Ask questions to determine the candidate's work ethic**  
By asking questions such as "What have you learned from your part-time or student jobs?", "What do you believe is an intern's role to be within an organization?" or "What will motivate you in this position?" you can look for answers that show a student has found value in past experiences, including part-time or temporary jobs. By asking these questions, it also allows you the opportunity to look for student responses that express responsibility, dedication and a willingness to learn by experience.

### 2. Provide a Comfortable Environment

Many people get interview jitters, especially college students who naturally haven't had a great deal of exposure to the interviewing process. The jitters maybe normal, but having them doesn't make for a good discussion or a productive interview for either party. Do your best to keep the interview friendly and casual so that your candidate feels that they can open up to you. Consider creating an icebreaker, such as a trip to the coffee bar or a short tour of your facilities so that you can interact before the formal interview begins.

### 3. Take Notes

If you're conducting a series of interviews, don't trust your memory to remember each candidate individually. At some point, they'll all start to blend in together and you may forget key details from your meeting. Instead, jot down notes on a pad or their resume while you conduct the interview. Take it one step further and print out your pre-determined questions, then fill in the blank with their response. Keep in mind that it's not necessary to transcribe everything the candidate says. Simply jot down a few key words that will jog your memory when it's time to make a decision.

#### **4. Pay Attention to Nonverbal Cues**

A good discussion is key, but listen to your instincts when it comes to the behavior of your interviewee. Watch for nonverbal signals that tell you about the candidate's attitude, outlook, interests, and approach. They speak louder than the verbal communication during the interview process. The nonverbal communication helps you confidently assess each candidate's credentials with regard to skills and behavioral characteristics necessary to do the job, as well as fit with the culture and environment of your organization.

#### **5. Keep it Fair and Legal**

Asking the wrong question during an interview can land your organization in hot water. It's important to avoid discrimination when hiring, but you may not even realize that your questions or actions could be seen as inappropriate. You must refrain from asking questions about: religion, race, national origin, age, gender, sexual orientation, marital or family status, disability, workers' compensation history, birthplace, arrest record, pregnancy, social or political affiliation. Contact your Human Resources department to discuss equal opportunity and affirmative action obligations.

#### **6. Leave Time for Their Questions**

The interview is not just about choosing the right student for the internship; it's a chance for the student to consider how they feel about your organization as well. Set aside 5 to 10 minutes at the close of the interview to allow the student to ask questions. If you really run over, you can offer to arrange a follow up call/email for his questions. Offer this only if you are really interested in the candidate. This is not necessary in all cases.

#### **7. Inform Candidates of the Next Step**

It's simply not fair to leave candidates hanging for weeks at a time. If you're interested, tell them your intentions for the rest of the process. Discuss when you plan to make a decision and when they can expect to hear from you, and then follow through with your promise. If you know a candidate is not a good fit, be frank with them. If you can't bring yourself to let them down in person, send an email or give them a call in a timely manner.

Adapted from *Employer's Guide to Internships*, Buena Vista University.

# Orient Your Intern

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The beginning days of an internship are often its defining days. As the site supervisor, make it a priority to set aside ample time at the onset of the internship to acclimate your intern to the organization. Your willingness to provide an organized and thoughtful orientation (whether formal or informal) will probably be the single most important influence on an intern's impression of your organization. Regardless of your orientation structure, there are important elements that should be included in any orientation program for interns as outlined below:

## **INTRODUCTIONS**

Take time in the beginning of the internship to introduce the intern to key people within your organization. Allow more time for conversation with those employees who are likely to interact with the intern on a regular basis. Some interns, based on personality or culture, may be reluctant to seek out co-workers on their own. By making a special effort to encourage those contacts early on, interns will feel more comfortable asking for advice or support later.

## **PROVIDE THE BIG PICTURE**

Offer your intern literature and any other documents that will help them to understand the big picture of the organization. Make a point to discuss the mission and vision of the organization. If available, include an organizational chart that explains the structure, various roles and responsibilities of employees. Discuss how the intern's department relates to the organization as a whole. Explain how decisions at your organization are made. Point out current goals and priorities of the department and organization.

The sooner your intern understands what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. You can communicate this information to your intern in several ways:

- Take your intern on a tour of the facilities and introduce him/her to employees
- Provide organizational materials for your intern to read such as newsletters, annual reports, an organization chart, or memos from the CEO
- Encourage your intern to spend break and lunchtimes in places where employees gather
- Schedule regular one-on-one meetings
- Invite your intern to observe (or participate in) professional meetings
- Allow your intern to interview company personnel
- Encourage your intern to walk around and observe others at work

## **OUTLINE ORGANIZATIONAL POLICIES, PROCEDURES AND EXPECTATIONS**

Clearly layout the policies and procedures of the organization, as well as the expectations you, as a site supervisor, have of the intern. Provide an the intern with a document that defines these relevant policies and procedures including attendance polices, break times, days off, dress code, safety regulations, emergency procedures, applicable governmental regulations, confidentiality issues, etc.

## **DEFINE THE INTERN'S RESPONSIBILITIES**

Clearly outline the intern's role within the organization or department. Identify daily routine tasks as well as larger scale projects that the intern will be responsible for throughout the course of their internship. Explain the resources and training the intern has at their disposal to help them successfully complete assignments. Most importantly, clearly identify the intern's immediate supervisor as well as what access the intern has to them (days, times and duration).

## **ONGOING TRAINING**

Interns, as students, appreciate any opportunity to learn new skills or increase their knowledge. Developing a plan for training throughout the internship will keep your intern interested in the position and ready to tackle new challenges. Ongoing training may include the following:

- **Skill development**  
There may be a need for training in specific skills such as computer programs, office equipment, or other tasks directly related to the job. Even bright interns with great potential will struggle if they are not instructed in the specifics related to successful completion of duties.
- **Shadowing**  
Allow an intern to participate in activities and meetings. An intern may have leadership potential but not understand the culture of your organization. An intern will rely on their supervisor to educate them.
- **Questions**  
An intern might not know when to speak or how or what to ask. Assist them in actively learning by explaining and clarifying everything. Suggest and encourage questions at appropriate times.
- **Professional conferences or association meetings**  
If possible, see if you can offer the opportunity to attend a training or networking event. It helps an intern get a feel for the overall mission of your organization, and at the same time makes he/she feel that they are valued.

## ORIENTATION CHECKLIST

Welcome	
<input type="checkbox"/>	Send an e-mail out to organization (or department) employees introducing new intern
<input type="checkbox"/>	Make introductions to key staff
<input type="checkbox"/>	Provide a tour of the facility, including restrooms, supply cabinet, copy/fax machines, etc.
<input type="checkbox"/>	Introduce intern to their workspace, computer, telephone, email account, etc.
<input type="checkbox"/>	Explain how email and telephone systems work

Provide the big picture	
<input type="checkbox"/>	Discuss the mission of the organization
<input type="checkbox"/>	Explain the structure of the organization; who reports to whom? (organizational chart might be helpful)
<input type="checkbox"/>	Clearly identify who the intern will report to
<input type="checkbox"/>	Convey the relationship of the intern's department to the organization as a whole
<input type="checkbox"/>	Explain how decisions are made
<input type="checkbox"/>	Indicate goals, current priorities and operational activities of the organization/department
<input type="checkbox"/>	Explain which personnel can answer different kinds of questions

Define intern's responsibilities	
<input type="checkbox"/>	Outline the intern's role within the department
<input type="checkbox"/>	Identify the projects to be assigned to the intern
<input type="checkbox"/>	Explain the resources available to the intern
<input type="checkbox"/>	Advise intern of any training necessary to complete tasks
<input type="checkbox"/>	Communicate which tasks can be completed without supervisory approval and which tasks cannot
<input type="checkbox"/>	Explain acceptable interactions with those outside the organization (clients, vendors)
<input type="checkbox"/>	Advise on approved forms of communication
<input type="checkbox"/>	Explain specific work standards, procedures and expectations
<input type="checkbox"/>	Advise what access the intern has to their supervisor (days, times, and duration)
<input type="checkbox"/>	Inform intern of special industry/departmental jargon
<input type="checkbox"/>	Discuss performance standards and evaluation procedures

<b>Outline organizational policies, procedures and expectations</b>	
	Review organizational policies, explain rules unique to department and disclose any "unwritten rules"
	Explain by what safety regulations they must abide
	Indicate building evacuation and emergencies situation procedures
	Discuss process of time reporting and time allotted for breaks and/or lunch
	Explain any safety regulations to which they must abide
	Explain any local, state, and/or federal guidelines or laws that apply to their work
	Disclose any security or confidentiality issues the intern should be aware of
	Identify the organization's standard of professional dress and appearance
	Explain how work area and premises should be maintained

<b>Monitor the intern's adjustment</b>	
	Make yourself visibly available to the intern
	Assign someone who can periodically "check-in" with the intern
	Provide feedback and constructive criticism
	Force the intern to ask questions

Adapted from Starting and Maintaining a Quality Internship Program, Fifth Edition, by Michael True, Director, Internship Center, Messiah College, Grantham, PA

# Supervise Your Intern

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Because an internship is defined as a learning experience, proper supervision of the intern is essential. The Site Supervisor serves as a teacher, mentor, critic and boss. The Site Supervisor provides leadership through motivating, delegating, communicating, training and evaluating the intern. Ongoing supervision of the intern is critical to the success of the internship. This is especially true for interns who do not have extensive work experience.

Additionally, the intern will look to the Site Supervisor to assist them with their transition from the classroom to the work environment. Since the internship is an extension of the learning process, the Site Supervisor will need to provide opportunities to bridge the two experiences. Meet with your intern regularly to provide feedback concerning their performance. During these meetings, the interns can:

- Report on the status of a project
- Ask questions
- Learn how their work is contributing to the organization
- Participate in an evaluation of their strengths
- Discuss areas needing growth and development
- Get a sense of what kind of work lies ahead

At the same time you will have an opportunity to coach, counsel and reinforce positive attitudes and performance.

You should anticipate that you will have some interaction with your intern's Faculty Advisor through telephone calls, on-site visits, and written evaluations. The Faculty Advisor will help you find a solution if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts). Also, you should get in touch with the Faculty Advisor if the internship conditions must be altered, such as a change in supervisors, delays in the availability of data needed by the intern to complete an assignment, transfer or termination of an employee involved in the interns' work, or other unanticipated changes.

Encourage your intern to keep a portfolio of work accomplished during the experience. This will help fulfill the intern's academic requirements and provide them with a sense of accomplishment. In addition, it will give you a basis to discuss their professional growth. Specific work documents to include in a portfolio might be any of the following:

- Job Descriptions
- Legislation
- Proposals
- Manuals
- Citations & Awards
- Contracts
- Program Outlines
- Company Newsletters
- Performance Appraisals
- Charts/Graphs
- Correspondence
- Press Releases
- Certificates
- Research Report
- Financial Reports
- Displays & Exhibits
- References
- Survey Reports
- Cost Analyses
- Computer Print-outs

## POINTS TO TAKE AWAY

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

Adapted from Starting and Maintaining a Quality Internship Program, Fifth Edition, by Michael True, Director, Internship Center, Messiah College, Grantham, PA

# Evaluate Your Intern

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

Evaluation is vital to an intern's development and is an opportunity to identify strengths and weaknesses. It is helpful if Site Supervisors evaluate throughout the entire internship, not just at the end. The evaluation should be structured as a learning experience and an opportunity for bilateral feedback.

Regularly scheduled evaluations help avoid common problems with internships, including miscommunication, misunderstanding of job roles, and lack of specific goals and objectives. You may find it helpful to schedule a preliminary evaluation early in the internship (in the second or third week). This will help you understand whether the intern's orientation and training was sufficient or if there are specific areas in which the intern has questions or needs further training.

## CRITERIA TO CONSIDER WHEN EVALUATING AN INTERN

- Progress towards or accomplishment of intern's learning objectives
- Skill development or job knowledge gained over the course of the internship
- Overall contribution to the mission of the organization
- Dependability, punctuality, attendance
- Relations with others, overall attitude
- Potential in the field

## STUDENT EVALUATION OF THE INTERNSHIP

At the conclusion of the internship, the intern will also evaluate their internship experience, which is important in determining the value of the work experience for future interns. Categories might include:

- Was there educational value or merit in the assignment?
- Did the position live up to its initial description?
- Was the supervisor receptive to your ideas?
- Does the experience relate to your major or career goals?
- Did you receive a proper job orientation?
- Was the supervisor willing and/or capable of answering questions?
- Did you develop good work habits?

Excerpt from Internship Development Guide for Employers, University of New Hampshire, University Advising and Career Center.

# 10 Concerns of Interns

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

1. **Give us real work!** It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.
2. **Do what you say, and say what you do!** Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.
3. **We like feedback!** Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.
4. **We want to be included too!** Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.
5. **Please explain.** When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.
6. **I want a mentor!** Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.
7. **A minute of your time, please.** The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.
8. **Be prepared!** That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.
9. **Um...I need a chair.** It's amazing how many employers hire an intern and don't think about the fact that they will need a desk, chair, phone and a computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.
10. **Show me the money (as best you can).** While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.

Excerpt from Starting and Maintaining a Quality Internship Program, Fifth Edition, By Michael True, Director, Internship Center, Messiah College, Grantham, PA

## **How does my organization benefit from hiring an intern?**

- Gain year round source of highly motivated pre-professionals
- Student interns bring new perspectives to old problems
- Meet peak or seasonal needs without long-term commitment
- Freedom for professional staff to pursue more creative projects
- Generates pipeline of qualified candidates to meet future recruiting needs
- Increase visibility and branding of your organization on SFA campus
- Enhancement of staff supervisory skills
- Fulfill a civic and professional responsibility
- Help to keep college-educated talent in our region

## **How do I obtain an SFA intern?**

Advertise your internship position with SFA Career Services through our Jobs4Jacks website. Jobs4Jacks is the employment website that all SFA students are directed towards when seeking an internship, a part-time off-campus position or full-time employment. (For complete information regarding Jobs4Jacks and additional marketing techniques, see resource titled [Recruit Your Intern @ SFA](#))

## **When should I begin looking for an intern?**

Promote your internship EARLY as students seeking an internship for course credit will need ample time to get their internship opportunity approved by the chair of their academic department. We suggest advertising your internship 3 to 4 months before you need your intern to begin.

## **Is there a difference between an internship and a summer job?**

Yes, for the most part. An internship is a structured program with specific learning objectives. The internship is set in a learning environment for academic credit and reserved for students. In contrast, a summer job is primarily pursued to earn money. It may or may not be related to a student's career interests; a "summer job" for one student could very well be an "internship" for another.

## **What is expected of me as a Site Supervisor if I hire an SFA intern?**

First and foremost, appreciate that the student you will select for the internship has learning objectives related to their field of study. Work with your intern to incorporate their learning goals into the internship. In addition, we ask that the Site Supervisor maintain regular contact with the intern's Faculty Advisor as well as provide a safe, supervised and structured worksite that provides the intern with real job skills, training and productive feedback.

## **What should I do if there is a problem with my intern or the internship program?**

Should you anticipate a dilemma or if any problems arise, contact your intern's Faculty Advisor with whom you've been working.

## **Who can I talk to if I have additional questions?**

SFA Career Services would be happy to answer any additional questions you may have. Our office is open Monday through Friday, 8 am to 5 pm. You may reach us by phone at 936.468.3305 or email at [careerservices@sfasu.edu](mailto:careerservices@sfasu.edu).

Following is a review of common legal questions and their answers. The following information has been provided with permission by the [National Association of Colleges and Employers](#). This document is provided as a courtesy and for informational purposes only and is not to be construed as legal advice from the university or as creating any attorney-client relationship with SFA. SFA makes no warranties or

representations as to the accuracy of any of the following. All individuals are encouraged to consult with their own legal counsel for specific legal advice for their individual situation.

### **What is the nature of the relationship between the intern and the employer?**

For most employers, it is probably best to assume the interns are a type of employee. Why? The fact that the intern acts like an employee—performs work like other employees, and is supervised and directed like other employees—is what the courts would be most likely to look at. And this can be true regardless of whether or not the intern is paid.

### **Must the employer pay the intern?**

Although there are reasons beyond the legalities that employers consider when deciding whether to pay an intern, the answer to whether they must pay an intern for his or her work relates to the Fair Labor Standards Act and lies in an analysis of the on-the-job experience the intern will have in relation to the standards set forth by that act. Pursuant to that law, the U.S. Department of Labor (DOL) has developed six criteria for identifying a learner/trainee who may be unpaid. (Note: Neither the law nor the regulatory guidance uses the term “intern.”)

The DOL criteria are:

- The training, even though it includes actual operation of the employer's facilities, is similar to training that would be given in a vocational school.
- The training is for the benefit of the student.
- The student does not displace regular employees, but works under the close observation of a regular employee.
- The employer provides the training and derives no immediate advantage from the activities of the student. Occasionally, the operations may actually be impeded by the training.
- The student is not necessarily entitled to a job at the conclusion of the training period.
- The employer and the student understand that the student is not entitled to wages for the time spent training. (Note: Many employers pay a stipend to students for meals and lodging, or provide tuition assistance; however, stipends and tuition assistance are not considered payment of wages for the purposes of determining whether a student is an employee.)

Although not all six factors have to be present for an individual to be considered a trainee, the experience should ultimately look more like a training/learning experience than a job. This raises the issue of the fourth criterion—that the employer derives no benefit from the student's activities. This seems to fly in the face of contemporary practice. In the same way that a student working in a college laboratory is expected to become actively involved in the work at hand, an intern is expected to participate in the work of the organization to make the experience educationally valid.

Several DOL rulings, while not addressing the criteria head on, seem to suggest that as long as the internship is a prescribed part of the curriculum and is predominantly for the benefit of the student, the mere fact that the employer receives some benefit from the student's services does not make the student an employee for purposes of wage and hour law.

### **Can interns be classified as independent contractors or volunteers?**

Probably not. The “independent contractor” designation doesn't fit in with the operation of most internship programs.

In the typical internship program, the employer exercises control over “the result to be accomplished and means and manner by which the result is achieved.” Because of this (although there are some other considerations), the courts are apt to consider the intern an employee, not an independent contractor. Classifying interns as “volunteers” is equally problematic. DOL regulations define a “volunteer” as an individual who provides services to a public agency for civic, charitable, or humanitarian reasons without promise or expectation of compensation for services rendered. Most internships don't fit with that definition.

### **Must an international student serving an unpaid internship claim the internship time period as part of his or her practical training time? Can the student serve the internship without authorization from the INS?**

Some have suggested that if the international student is not paid, then the internship is not practical training and the student does not have to claim the internship as part of his/her 12-month allotment of practical training time. Others suggest that if the training is unpaid, students do not have to seek authorization from the U.S. Immigration & Naturalization Service (INS).

Those arguments aside, there is no clear answer to the question. Whether the "training" is paid or unpaid is something of a red herring: First, employers are required to comply with the Fair Labor Standards Act before determining whether an intern should or should not be paid. The employer cannot simply decide not to pay an intern as a way of helping the intern sidestep a regulation. Moreover, practical training regulations do not even speak to the question of paid or unpaid practical training.

Immigration law states that if a foreign student is found to be "out of status," which *could* include working in practical training without the appropriate authorization, the student may be barred from re-entry into the United States for a period of five years. Thus, you should seek legal counsel from an attorney before agreeing to permit an international student to participate in an unpaid internship without receiving appropriate INS work authorization approval.

### **Can interns be required to sign a noncompete and/or nondisclosure agreement?**

Depending on the nature of the business and the scope of the internship experience, an employer may wish to ask an intern to sign a noncompete and/or nondisclosure agreement.

First, let's review what these agreements cover. A nondisclosure agreement prohibits an employee or intern from giving a new employer proprietary information. That can include product or process information; customer lists and profiles; marketing, business, and strategic plans; technological innovations; and any other information that is not publicly known or ascertainable from outside sources. The agreement does not restrict the person's ability to work elsewhere, but it does place limitations on the information the person can use in his or her new position. Such an agreement is typically enforceable because it does not limit a person's ability to work.

In a noncompete agreement, an employee or intern agrees not to compete with the current employer after leaving the company. Such agreements can prohibit the solicitation of former customers, employment by a competitor, or the establishment of a competing business. Typically, the agreement describes the prohibited competitive activity, the geographic area within which the individual may not compete, and the duration of the noncompete promise.

In general, noncompete agreements are difficult to enforce when interns are involved, and enforceability depends upon the reasonableness of the restrictions. Factors that influence their enforceability include:

- The business interests of the employer that are protected by the agreement.
- The time frame and geographic area in which the activities may not occur.
- The scope of activities that are limited or precluded and the resulting impact on the ability of the individual to earn a livelihood.

In the case of interns, noncompete agreements are less likely to be enforced because interns may not immediately enter the job market after their assignments, may not possess the expertise that regular employees have, and haven't been employed by one company for an extended period of time or involved in high-level decision making. As a result, courts will be reluctant to bar graduating students from the work force for several years without strong evidence of harm to the employer or the employer's willingness to financially support out-of-work students.

If a student is asked to sign a noncompete or nondisclosure agreement, check that the student has had the agreement explained to him or her. The student should understand that the internship is conditioned upon the signing of a noncompete or nondisclosure agreement, and its purposes, intent, and critical provisions. In addition, the student should be given a reasonable period of time to review the documents, alone or with an attorney.

### **Are interns covered by sexual harassment, ADA, discrimination, and other laws like other employees?**

Yes. In general, interns are deemed to be employees, and that means they are protected by the same laws and regulations that protect the organization's other employees.

For example, if an intern asks the employer to provide a reasonable accommodation to enable him or her to perform the essential functions of the internship, the employer is required to do so under the Americans With Disabilities Act. The employer may not exclude a candidate simply because he or she requests an accommodation. (There is a slight wrinkle here: Depending on how the internship program is structured—if, for example, it is school sponsored—the intern's school may be responsible for a portion of the cost of the accommodation. Check with your legal counsel.)

### **Is an intern entitled to workers' compensation if injured on the job?**

Workers' compensation laws have been enacted in all states to provide specific amounts of recovery (lost wages and medical benefits) by employees for injuries arising out of, or in the course of, employment. This is a "no-fault law," meaning that there does not need to be proof of fault by the employer, only proof that an injury has occurred either at the workplace or while pursuing the employer's business purposes. The underlying principle of workers' compensation is common to all states, but the amounts and methods of payment, types of injury covered, and options open to employees vary considerably under the laws of the states. If the intern receives workers' compensation benefits, he or she is barred from suing the employer for negligence with unlimited damages. If, then, behooves the employer to provide such coverage for interns.

Some of the state workers' compensation statutes specifically exclude interns from coverage, while others do not specify whether an intern is entitled to coverage. In those states, the courts and workers' compensation boards often find that an intern's contribution to an organization is sufficient to establish employee status with the participating employer organization for workers' compensation purposes, regardless of whether the worker is unpaid or paid wages or a stipend. In *Olsson v. Nyack Hospital*, the court found that an unpaid intern was an "employee" for purposes of workers' compensation because the training and experience that she gained as an intern was equivalent in value to wages. In another case, *Kinder v. Industrial Claim Appeals Office*, the court awarded lost wages to an unpaid intern under the workers' compensation statute.

# Appendix

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<i>THE Supervisor Checklist.....</i>	<b>A</b>
<i>Sample Internship Description.....</i>	<b>B</b>
<i>Supervisor Evaluation of Intern.....</i>	<b>C</b>
<i>Intern Self Evaluation.....</i>	<b>D</b>
<i>Intern Evaluation of Internship.....</i>	<b>E</b>
<i>Jobs4Jacks Employer Guide.....</i>	<b>F</b>

# THE Supervisor Checklist

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

## Step 1: Set Goals!

- \_\_\_\_\_ Assemble key management within your organization to determine internship program goals
- \_\_\_\_\_ Be in regular contact with your Human Resources department throughout the entire internship process for policies or procedures specific to your organization

## Step 2: Develop a plan for your internship program (and put it in writing)! Ask yourself these questions:

- \_\_\_\_\_ What will the intern do?
- \_\_\_\_\_ What academic background and experience will we require of the intern?
- \_\_\_\_\_ Will this be a paid internship?
- \_\_\_\_\_ Who will have primary responsibility for the intern?
- \_\_\_\_\_ How will we assess their performance?
- \_\_\_\_\_ Where will we physically put the intern?
- \_\_\_\_\_ What resources or training will we need to supply the intern?
- \_\_\_\_\_ Do we want to plan a program beyond the work given to our intern(s)?
- \_\_\_\_\_ Draft an internship position description (The answers to the above questions will serve as your framework for the position description)

## Step 3: Recruit your intern @ SFA.

- \_\_\_\_\_ Post your internship opportunity with SFA Career Services through [Jobs4Jacks](#)  
*In addition to posting on Jobs4Jacks, consider other ways to market your internship:*
- \_\_\_\_\_ Attend SFA's semesterly Career Expo, click [here](#) for upcoming dates
- \_\_\_\_\_ Advertise your internship with relevant academic departments
- \_\_\_\_\_ Place an advertisement of your internship in SFA's newspaper, *The PineLog*
- \_\_\_\_\_ Promote your internship with relevant SFA student organizations
- \_\_\_\_\_ Use social media (Facebook, Twitter, LinkedIn) to market your internship
- \_\_\_\_\_ Contact SFA Career Services to set up an Information Table in the Baker Pattillo Student Center

## Step 4: Narrow your intern search.

- \_\_\_\_\_ Narrow candidate pool by ruling out which applications/resumes do not match the skills, qualifications and experience as outlined in your internship position description
- \_\_\_\_\_ Give a second review to those application/resumes that do meet the requirements of the internship and determine the top 3 - 5 candidates to which you'd like to extend interviews
- \_\_\_\_\_ Call candidates to schedule an interview; provide with any necessary instruction or information, directions, parking instructions, interview itinerary, presentation request, etc.
- \_\_\_\_\_ Thoughtfully prepare a standard list of questions that you will ask all candidates during the interview

## Step 5: Interview candidates.

- \_\_\_\_\_ Provide a comfortable environment for the interview to help avoid any interview jitters
- \_\_\_\_\_ Take notes during the interview on your list of pre-determined interview questions
- \_\_\_\_\_ Pay attention to nonverbal cues
- \_\_\_\_\_ Keep your questions fair and legal
- \_\_\_\_\_ Leave time for the candidate to ask questions
- \_\_\_\_\_ Inform the candidate of the next step in the interview process
- \_\_\_\_\_ Evaluate performance of all candidates and select most qualified for the intern position

## Step 6: Orient your intern.

- \_\_\_\_\_ Welcome intern to organization; make introductions to employees
- \_\_\_\_\_ Provide the big picture of the organization (mission, vision, organizational structure, goals,

- \_\_\_\_\_ priorities, etc.)
- \_\_\_\_\_ Meet with the intern to establish their learning goals
- \_\_\_\_\_ Define the intern's responsibilities and immediate supervisor
- \_\_\_\_\_ Outline organizational policies, procedures and expectations
- \_\_\_\_\_ Monitor the intern's adjustment

**Step 7: Supervise and evaluate your intern.**

- \_\_\_\_\_ Make yourself available!
- \_\_\_\_\_ Schedule regular, frequent meetings in which you provide honest and helpful feedback
- \_\_\_\_\_ Encourage your intern to ask questions
- \_\_\_\_\_ Keep your intern busy and directed towards their learning objectives
- \_\_\_\_\_ Show how their work is contributing to the organization
- \_\_\_\_\_ Provide opportunities for increased responsibility
- \_\_\_\_\_ Discuss areas needing growth and development
- \_\_\_\_\_ Recognize their successes!
- \_\_\_\_\_ Maintain necessary contact with the intern's Faculty Advisor (phone calls, emails, on-site visits)
- \_\_\_\_\_ Complete a formal, written evaluation of the intern at the conclusion of the internship
- \_\_\_\_\_ Conduct a closing meeting with the intern in which you provide final feedback

**Step 8: Wrapping up the internship.**

- \_\_\_\_\_ Notify co-workers of your intern's last day in the office
- \_\_\_\_\_ Throw your intern a farewell party
- \_\_\_\_\_ Encourage your intern to keep a portfolio of their work
- \_\_\_\_\_ Request the intern conduct a written evaluation of their internship experience with your organization
- \_\_\_\_\_ Determine ways in which you can enhance your organization's internship experience
- \_\_\_\_\_ Make necessary changes to your internship program
- \_\_\_\_\_ Get ready to do it all again!

# Sample Internship Description

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

## ESSENTIALS

<b>Organization:</b>	SFA Career Services	<b>Employment Start Date:</b>	September 1, 20XX
<b>Job Title:</b>	Human Resources Intern	<b>Employment End Date:</b>	December 15, 20XX
<b>Site Supervisor:</b>	Michael Scott	<b>Hours Per Week:</b>	15
<b>Job Location:</b>	Nacogdoches, TX	<b>Wage/Salary:</b>	\$10.00/hour

## INTERNSHIP DESCRIPTION

SFA Career Services is seeking a Human Resources intern that will be integral in the development and implementation of several internal necessities, including a policies and procedures manual and new employee training.

### *Primary Responsibilities*

- Collaborate with Career Services professional staff to create a Career Services policies and procedures manual
- Research laws, National Association of Colleges and Employers (NACE) policies, regulations, etc. that pertain to Career Services, and create a new employee training
- Create a "new hire" checklist for completion by newly appointed professional staff members

### *Additional Responsibilities*

- Facilitate 360 Review
- Complete student mock interviews
- Develop a Performance Management Review for student employees for supervisor use
- Work with Disability Services to ensure ADA compliance of facilities and equipment
- Assist in staff/student employee payroll
- Assist in Advancing Students as Professionals trainings
- Produce and host a workshop on a Human Resources related topic for SFA students
- Recruit new constituents to utilize services offered within Career Services
- SHRM involvement
- Other duties as assigned

## QUALIFICATIONS

- Junior or Senior classification
- Strong presentation skills
- Professional demeanor
- Fluent computer skills (Microsoft Office, Adobe Acrobat)
- Enrolled in Business, Management, HR or other relevant degree program

Applicants must be willing to work in a fast-paced environment, be flexible, and have a customer-oriented work ethic. In addition, applicants must understand and be fully aware of confidentiality regulations and ethical behaviors.

## APPLICATION INSTRUCTIONS

Email resume and cover letter to Michael Scott at [mccott@mail.com](mailto:mccott@mail.com)

# Supervisor Evaluation of Intern

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Site Supervisor Name: \_\_\_\_\_ Location: \_\_\_\_\_

Please rate the following aspects of your internship experience on the basis of this scale:

- |                    |  |
|--------------------|--|
| 1: Unsatisfactory  | Never demonstrates this ability/does not meet expectations         |
| 2: Uncomplimentary | Seldom demonstrates this ability/rarely meets expectations         |
| 3: Fair            | Sometimes demonstrates this ability/meets expectations             |
| 4: Commendable     | Usually demonstrates this ability/sometimes exceeds expectations   |
| 5: Exceptional     | Always demonstrates this ability/consistently exceeds expectations |

If any criteria are not applicable to this internship experience, please leave response blank.

## Ability to Learn

Asks pertinent and purposeful questions	1	2	3	4	5
Seeks out and utilizes appropriate resources	1	2	3	4	5
Accepts responsibility for mistakes and learns from experiences	1	2	3	4	5

## Reading/Writing/Computations Skills

Reads/comprehends/follows written materials	1	2	3	4	5
Communicates ideas and concepts clearly in writing	1	2	3	4	5
Works with mathematical procedures appropriate to the job	1	2	3	4	5

## Listening and Oral Communication Skills

Listens to others in an active and attentive manner	1	2	3	4	5
Effectively participates in meetings or group settings	1	2	3	4	5
Demonstrates effective verbal communication skills	1	2	3	4	5

## Creative Thinking and Problem Solving Skills

Breaks down complex tasks/problems into manageable pieces	1	2	3	4	5
Brainstorms/develops options and ideas	1	2	3	4	5
Demonstrates an analytical capacity	1	2	3	4	5

## Professional and Career Development Skills

Exhibits self-motivated approach to work	1	2	3	4	5
Demonstrates ability to set appropriate priorities/goals	1	2	3	4	5
Exhibits professional behavior and attitude	1	2	3	4	5

## Interpersonal and Teamwork Skills

Manages and resolves conflict in an effective manner	1	2	3	4	5
Supports and contributes to a team atmosphere	1	2	3	4	5
Demonstrates assertive but appropriate behavior	1	2	3	4	5

**Organizational Effectiveness Skills**

Seeks to understand and support the organization's mission/goals	1	2	3	4	5
Fits in with the norms and expectations of the organization	1	2	3	4	5
Works within appropriate authority and decision-making channels	1	2	3	4	5

**Basic Work Habits**

Reports to work as scheduled and on-time	1	2	3	4	5
Exhibits a positive and constructive attitude	1	2	3	4	5
Dress and appearance appropriate for the organization	1	2	3	4	5

**Character Attributes**

Brings a sense of value and integrity to the job	1	2	3	4	5
Behaves in an ethical manner	1	2	3	4	5
Respects the diversity of co-workers	1	2	3	4	5

**Open Category: Industry-Specific Skills**

Are there any skills or competencies that you feel are important to the profession or career-field (represented by your organization) that have not been previously listed in this evaluation? If so, please list these skills below and assess the intern accordingly.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

**Overall Performance**

Unsatisfactory	Poor	Average	Good	Outstanding
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Comments:

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Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Intern Self-Evaluation

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Location: \_\_\_\_\_

Please rate the following aspects regarding your performance during the internship experience on the basis of this scale:

1: Poor            2: Fair            3: Good            4: Excellent

## Competence in the Job

Decision-making skills	1	2	3	4
Organizational skills	1	2	3	4
Problem-solving skills	1	2	3	4
Productivity	1	2	3	4
Initiative	1	2	3	4

## Professionalism

Personal appearance	1	2	3	4
Attitude	1	2	3	4
Punctuality	1	2	3	4
Dependability	1	2	3	4
Confidentiality	1	2	3	4
Adaptability	1	2	3	4

## Interpersonal Relations

Staff relations	1	2	3	4
Client/Customer relations	1	2	3	4
Empathy	1	2	3	4
Cooperation	1	2	3	4
Friendliness	1	2	3	4
Verbal communication	1	2	3	4
Written communication	1	2	3	4

## Personal Attributes

Creativity	1	2	3	4
Enthusiasm	1	2	3	4
Persistence	1	2	3	4
Assertiveness	1	2	3	4
Stability	1	2	3	4
Self-motivation	1	2	3	4
Desire to learn	1	2	3	4

Your Strengths:

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Suggestions for Improvement:

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Noteworthy Observations / Specific Assignments:

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# Intern Evaluation of Internship

STEPHEN F. AUSTIN STATE UNIVERSITY • CAREER SERVICES

Please respond to the following questions regarding your internship experience and site. The purpose of this form is to provide opportunity for frank appraisal of the internship location.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Location: \_\_\_\_\_

Please rate the following aspects of your internship experience on the basis of this scale:

1: Poor      2: Fair      3: Good      4: Excellent

## Site

Physical environment was safe	1	2	3	4
An orientation was provided to the organization	1	2	3	4
Adequate resources were available to accomplish projects	1	2	3	4
Co-workers were accepting and helpful	1	2	3	4

## Supervisor

Supervisor provided a clear job description	1	2	3	4
Regular feedback was provided on my progress and abilities	1	2	3	4
An effort was made to make it a learning experience for me	1	2	3	4
Supervisor provided levels of responsibility consistent with my abilities	1	2	3	4
Supervisor was supportive of the agreed-upon work days and hours	1	2	3	4

## Learning Experience

Work experience related to my academic discipline and/or career goal	1	2	3	4
Opportunities were provided to develop my communication skills	1	2	3	4
Opportunities were provided to develop my interpersonal skills	1	2	3	4
Opportunities were provided to develop my creativity	1	2	3	4
Opportunities were provided to develop my problem-solving abilities	1	2	3	4
This experience has helped prepare me for the workplace	1	2	3	4

<b>Overall Value Rating for the Internship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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Would you work for this supervisor again?	Yes	No	Uncertain
Would you work for this organization again?	Yes	No	Uncertain
Would you recommend this organization to other students?	Yes	No	Uncertain

Feel free to explain any of your responses to the above criteria here (use reverse side if necessary):

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## EMPLOYER GUIDE

Access [www.jobs4jacks.sfasu.edu](http://www.jobs4jacks.sfasu.edu) and click on [Employer Login](#).

### New Users Registration

- Click on [Click Here to Register!](#) to begin
- Search for your organization and select. Can't find it? Click on [Can't Find Your Organization](#)
- Complete all sections
- Click on [Register](#) and then on [Submit Profile](#)

**NOTE:** Once you have registered, your account will be in pending status. If your registration is approved, you will receive an email notification. If you do not receive your email notification within 48 hours, please contact our office.

### Update Your Profile

#### Update Employer Information

- Click on [My Profile](#)
- Click on [Employer Information](#)
- Edit desirable fields, making sure to click on [Save](#)

#### Update Contact Information

- Click on [My Profile](#)
- Click on [Contact Information](#)
- Edit desirable fields, making sure to click on [Save](#)

### Create a New Job

- Place your cursor over [My Jobs](#) and select [New Jobs](#)
- Complete all sections with as much information as possible
  - **Application Instructions:** Enter the procedure in which an applicant may apply for this position
  - **Show Contact Information:** If "No" is selected, contact information will not be viewable to applicants
  - **Allow Online Referrals:** If "Yes" is selected, applicants can submit their resume via Jobs4Jacks (you will receive email notification of job application and be able to view resumes online)
- Click on [Save](#)

**NOTE:** Once you create or update a job, your posting will be in pending status. If your job is approved, you will receive an email notification. Local, part-time positions will also be posted on our Student Employment board.

### Update Current Job

- Place your cursor over [My Jobs](#) and select [Job List](#)
- Click on the [Job ID](#) of the position you would like to update
- Edit desirable fields, making sure to click on [Save](#)

### Close a Job

- Place your cursor over [My Jobs](#) and select [Job List](#)
- Click on the [Job ID](#) of the position you would like to close
- Under the [Page Functions](#) menu, select [Close Job](#)
- Click on [OK](#)

## Setup On-Campus Interviews

- Place your cursor over [On-Campus Interviews](#) and select [New Schedule Request](#)
- Complete the schedule request form
- Click on [Save](#)

**NOTE:** Once your interview schedule has been approved you will receive an email confirming your on-campus interview. If you have questions about on-campus interviews or creating a schedule, contact Haley Hoskins at (936) 468-2139.

## Register for a Career Event

- Click on [Career Events](#)
- Without entering criteria, click on [Search](#)
- You will see a list of all current Career Events (Career Fairs, Teacher Job Fairs, etc.)
- To view details about the event, click on the Career Event's name
- To register, click on [Register](#) and complete Registration Information

**NOTE:** Once you register for an event, you will be able to immediately print the invoice (click on [Invoice](#)). Also, you will receive a confirmation email that will direct you to the payment site. If you have questions or need to make changes after your registration has been confirmed, contact Jenny Davis at (936) 468-3395.

## Search for Resumes

- Place your cursor over [Student Search](#) and select [Search](#)
- Choose your criteria and click on [Search](#) (to view all students, do not choose criteria and click on [Search](#))
- View, sort or create a resume packet (by clicking on [Create Packet](#))

## Questions about Jobs4Jacks?

Contact Career Services at (936) 468-3305, email [careerservices@sfasu.edu](mailto:careerservices@sfasu.edu)  
or stop by and visit us on the 3<sup>rd</sup> floor of the Rusk Building!