



VOL *Guide to Internships*

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



CENTER FOR
CAREER DEVELOPMENT

Welcome Letter and Introduction

Welcome to the University of Tennessee and the Center for Career Development. We are excited you are interested in hiring a VOL for an internship or experiential opportunity. Whether you have an established internship program and are looking for guidance in how to recruit UT students or you are new to the world of internships and are looking for resources to start an internship program, the Center for Career Development can assist you.

The University of Tennessee's Quality Enhancement Plan (QEP) for the next several year is Experience Learning. The time is ripe for you to look to UT to recruit students for experiential opportunities, as the QEP is designed "to transform our culture to give students more opportunities to be involved in civic engagement, solve complex real-world problems, and contribute to the welfare of their communities..." At the Center for Career Development, we want to help facilitate these opportunities.

This guide is designed to give you a comprehensive overview of the University of Tennessee's internship landscape, help you navigate the recruiting process, and provide tips on best practices related to internships. You will find both universal resources for internship development and information specific to University of Tennessee.

Thank you for being a part of the VOL experience. Please consider contacting us with any questions.

Sincerely,

Center for Career Development

career@utk.edu

865-974-5435

Table of Contents

<i>The Internship</i>	<i>3</i>
• Defining an Internship	
• The Benefit for Employers	
<i>Internships Versus Other Experiential Opportunities</i>	<i>4</i>
<i>Internships and Academic Credit</i>	<i>6</i>
<i>Unpaid Internships and Legal Considerations</i>	<i>7</i>
<i>Recruiting Interns at University of Tennessee</i>	<i>8</i>
<i>Starting an Internship Program</i>	<i>10</i>
• Example Position Descriptions	<i>14</i>
• Example Evaluation	<i>18</i>
<i>Resources and Acknowledgement</i>	<i>22</i>

What are internships?

The University of Tennessee utilizes the National Association of Colleges and Employers definition of 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.*

General characteristics include:

- Duration can vary, but a typical experience lasts from three to six months
- May or may not be a one-time experience
- May be full-time or part-time
- May be paid or unpaid
- May or may not be for academic credit
- Includes a “learning agenda” with some combination of objectives, observation, reflection, evaluation, and assessment
- Balances the student intern’s learning goals and the specific work an organization needs to accomplish
- Promotes academic, career, and/or personal development

What is the benefit to employers?

In addition to promoting student learning, internships can be of great benefit to host organizations and companies. Some of these benefits include:

- A year-round source of highly motivated para-professionals
- New perspectives to old problems
- Increased visibility on campus for full-time recruiting
- Ability to tackle temporary or seasonal projects
- Freedom for professional staff to pursue other projects
- Proven, cost-effective way to recruit and evaluate potential full-time employees
- Enhanced community image by contributing expertise to the educational realm

Distinguishing Internships from other forms of Experiential Learning

The University of Tennessee values and supports all forms of experiential learning, but distinguishing between them can be difficult. An internship may not always be the best fit for your needs. Definitions of closely related experiences are listed below with contact information for offices that facilitate these opportunities at UT. If you have questions about which opportunity is right for your organization, please contact our office or submit a request to the Partnership Portal.

Volunteer

Volunteering allows students to serve in a community primarily because they choose to do so. Many serve through a nonprofit organization—sometimes referred to as formal volunteering—but a significant number also serve less formally, either individually or as part of a group.

- *The Center for Leadership and Service facilitates volunteer opportunities for students. Visit their website at <https://leadershipandservice.utk.edu/> to learn more.*

Service Learning

Service-learning is a course-based experiential learning strategy that engages students in meaningful service with a community partner while employing ongoing reflection to connect the service to the course content. It is characterized by the purposeful integration of the service experience into the academic course.

Service-learning may be a good fit for you if you are a non-profit or government entity with a more project-based opportunity that could be repeated each semester or year.

- *The Office of Service-learning manages these experiences. Visit <https://servicelearning.utk.edu/> to learn more.*

Co-op

Cooperative Education (Co-ops) are full-time, paid experiential opportunities lasting an average of three to six months over the course of a semester and may include part/all of the summer too. In some fields (e.g., engineering), the student may alternate between full-time on-campus study and with periods of full-time work. Students do not typically earn academic credit for co-ops and therefore, are not charged university tuition.

- *The Tickle College of Engineering manages all engineering co-ops through their Office of Professional Practice. Visit <http://www.coop.utk.edu/> to learn more.*
- *The Center for Career Development manages co-ops for all other academic majors.*

Distinguishing Internships from other forms of Experiential Learning

Part-time Jobs

A part-time job, as opposed to an internship, does not have a definite beginning and end date. Part-Time jobs are always paid at least minimum wage. The work a student does may or may not be related to their academic major and it is primarily for the benefit of the employer.

- *The Center for Career Development employs a Part-Time Job specialist who can assist you in recruiting students to fill your positions. Contact our office to learn more.*

Project-Based Learning

These experiences are completed as part of an academic course, many times as an independent study, a thesis, or large project. Students typically complete either hands-on or research based projects under the supervision of a professor. These projects may involve community partners and be designed to solve a problem or issue at that organization. To discuss this type of opportunity, please submit your project idea through the Partnership Portal.

Externships

Externships are similar to internships in that they provide a professional setting for students to gain valuable insight into a specific career field. An externship is a short term job shadowing experience (usually ranging from one day to one week). Each extern experience is different depending on student interests, the career field, and the particular employer sponsor. All externships are unpaid and externs do not earn academic credit. The Center for Career Development does not place students directly with externship sponsors, but does provide guidance and support for both students and employers in developing an externship experience.

Internships for Academic Credit

The question of academic credit can be confusing for many employers. Guidelines for when, how, and why you may or may not want to offer academic credit are listed below. The information is based on best practices from the industry and the Center for Career Development's experience with University of Tennessee students.

Guidelines

- In most cases, an employer should **not require** that a student enroll in an academic course to complete an internship. In order to receive academic credit for an internship, the student must register and pay the appropriate fees for the credit hours during the semester in which the internship takes place. This cost can be too burdensome for some students and would, therefore, prohibit them from completing an internship experience that requires they enroll in an academic course. Additionally, not every major at the University of Tennessee awards academic credit for internships, although many do. Students in majors without academic credit options would also be excluded from these opportunities.
 - *Some employers use academic credit as a means to legitimize an unpaid internship. While the courts do look at how closely the internship aligns with the student's academic program and the general educational value, nonprofits and governmental organizations are typically exempt from the FLSA standards. For-profit organizations should strive to pay their interns. (See Unpaid Internships and Legal Considerations on page 7)*
- Employers are encouraged to **work with students if they desire** academic credit for their internships. A simple line in the position description can let applicants know about the option.
 - *Ex. While enrolling in academic credit is not required to complete this internship, we are willing to work with students who are seeking academic credit for the experience.*
- Employers who are supervising student interns enrolled in academic classes that coincide with their internships can expect **requirements to vary by academic department**. The arrangement is overseen by a faculty or staff member at the University of Tennessee, in partnership with a designated employee of the selected internship site. The university representative determines whether or not the host site meets academic requirements regarding terms and conditions for assignments, internship tasks, work hours, and compensation. An integral component of the internship experience is the inclusion of learning activities separate from a student's work tasks. Examples of learning activities include the opportunity to observe meetings or client appointments, the ability to shadow staff in other departments, and homework-like assignments to be evaluated by members of the professional staff and/or academic staff. Academic departments and colleges at UT utilize a variety of internship-related models that award credit. Depending on the department, the internship may be a requirement for graduation, it may count for credit toward the major, or it may be awarded elective credit only.
- The majority of UT students complete at least one non-credit bearing internship. Non-credit internships are found and completed independently by students to supplement their formal education and to gain practical work experience. Learning contracts, networking, reflection activities, evaluations, and journals are strongly encouraged to make the experience more meaningful.

Unpaid Internships: Legal Considerations

Pay rates for internships tend to vary by industry, but whenever possible, it is best to pay interns. Unpaid internships in for-profit organizations are subject to scrutiny by the Department of Labor under the Fair Labor Standards Act. *Please see Fact Sheet 71 for assistance in determining whether interns are entitled to minimum wage and overtime pay under the Act:* <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>

The FLSA requires for-profit employers to pay employees for their work. However, there are circumstances when a student intern may not be considered an “employee” of the company under the FLSA, in which case pay or compensation is not legally required.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

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

Some organizations, such as many in the not-for-profit and public sector, are only able to offer unpaid experiential opportunities to students. This is a fiscal reality and generally permissible under the FLSA (*see Fact Sheet 71’s Footnote One*); however, nonprofit and public sector organizations should strive to make their internship opportunities as educationally beneficial for students as possible. This can be ensured by including learning outcomes in the position description and evaluating students on these learning goals. See the *Sample Position Description* on page 14-17 and the *Sample Evaluation* on page 18-21.

Recruiting Interns at The University of Tennessee

Handshake

The first step in the recruiting process is to post your internship in Handshake, UT's job and internship database for students and alumni. To create an account and post your internship in Handshake, visit <https://app.joinhandshake.com/login> and select the University of Tennessee as one of your schools.

Career Fairs

University of Tennessee offers both general and niche job and internship fairs throughout the year. These fairs are excellent opportunities to promote your internships in person and meet a large population of motivated students. Our fairs include: Part-Time Job Fair, Communication Job and Internship Fair, Agriculture Career Fair, Construction Science Fair, Education Job Fair, Nursing Fair, Healthcare Fair, Spring Job and Internship Fair, Accounting and Finance Internship Night, and the Fall Job Fair Week featuring the Engineering and STEM Fair, the Supply Chain Fair, and the Business, Retail, and Government Fair.

Workshops and Events

In addition to career fairs, many of our workshops and events are industry or major-specific and can be excellent cost-effective ways to advertise your internships. These include the Career Conversation series, the Haslam College of Business Employer of the Day program, the College of Arts and Sciences Preview Night, our VOLTreks program, Impact Careers Week, and more.

Targeted Advertising through Career Consultants

Our Career Consultants send weekly newsletters to the students in their designated colleges and majors. These newsletters contain a selection of job and internship opportunities specifically chosen for their student populations. We also periodically share opportunities through social media and other outlets. If you would like to have your internship included in one or more of these outlets, contact the Center for Career Development to discuss options.

Recruiting Interns at The University of Tennessee

Programs for Nonprofits and Government Organizations

University of Tennessee offers two specific opportunities for non-profit and government organizations. These programs were designed to allow students access to industry sectors that typically have unpaid opportunities.

- **The Non-Profit Work Study Intern Program** connects Knoxville area non-profits and non-partisan governmental organizations with student interns. Organizations submit internship positions descriptions, and these are shared with students eligible for Federal Work Study. Students are paid for these 10-15 hour a week internships through the Federal Work Study Program, allowing access to typically unpaid opportunities to a new population of students.
- **The Impact Internship Grant** is a scholarship for students completing summer internships in the Impact Sector. While organizations cannot receive the funding, they can advertise the Grant along with their summer internship as an opportunity for students to receive funding.

Starting an Internship Program

If you have never had an intern at your organization or your internship program could use an overhaul, the following questions, considerations, and recommendations can help you get started.

STEP 1: SET GOALS

What does your organization hope to achieve from the program?

- *Are you a small organization searching for additional help on a project?*
- *Is your organization growing quickly and having difficulty finding motivated new employees?*
- *Are you a nonprofit that doesn't have a lot of money to pay, but can provide an interesting and rewarding experience?*
- *Does your organization want to identify potential sources of future talent and try out potential future employees?*

A careful discussion with management can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. As many staffing professionals know, in order for a program to be successful, it will require the commitment of management.

STEP 2: WRITE A PLAN

Carefully plan and write out your internship program and goals. Draft a position description that clearly explains the job duties and includes learning outcomes/goals (see *the Internship Position Description samples on pages 14-17*). Do you want someone for a specific project? What about general support around the workplace? How about giving the intern a taste of everything your company does? Structure the internship ahead of time so that you can be sure to meet your goals and not find yourself floundering partway through.

Things to Think About

How much will you pay the intern? Wages vary widely from field to field; be sure yours are competitive.

Where will you put the intern? Do you have adequate workspace for them? Will you help make parking arrangements, living arrangements, etc.?

Starting an Internship Program

Things to Think About (cont.)

What sort of academic background and experience do you want in an intern?

Decide on standards for quality beforehand — it'll help you narrow down the choices and find the best candidates.

Who will have the primary responsibility for the intern? Will that person be a mentor or merely a supervisor? A very important part of your plan should be the assignment of a mentor or supervisor — that is, someone from the intern's department who will be in charge of the intern. This person doesn't have to be a teacher per se, but should be selected because he or she likes to teach or train and has the resources to do it. If the person you select has never mentored an intern before, give him or her some basic training in mentoring.

What will the intern be doing? Be as specific as possible. Interns, like others in the process of learning, need structure so they don't become lost, confused or bored.

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, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they're likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students.

These are just some of the questions to consider. Your organization's approach will depend on your specific resources and needs.

STEP 3: RECRUIT AN INTERN(S)

How will you find those ideal candidates to fill your internship position(s)? The number-one tip from those who have established programs is to get out there early! This cannot be overemphasized to organizations that want the very best interns. Begin searching three to four months before you need a student to begin. Some industries have even more advanced timelines; summer supply chain interns are typically hired by November. Starting early has other advantages: the longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with him or her.

To learn about how to recruit interns at University of Tennessee, please see the Recruit an Intern section of this guide, beginning on page

Starting an Internship Program

STEP 4: MANAGE THE INTERN(S)

Once you've hired a worker, you put them to work, right? That's true for interns as well as regular employees, but with an intern, you'll be making an important first impression. The beginning days of the internship program are often its defining days. When you give them their first tasks, you're signaling what can be expected in the future. If you give them nothing or very little to do, it sends a message that this job will be easy — and boring. Interns don't want that; of course, neither do employers. The organization of your internship program will probably be the single most important influence on an intern's impression of your organization, and thus the chances that he or she will come back. So how do you "plan for success"?

Consider the goals of your program. The nature of the program and the activities that you choose to undertake should directly relate to your program goals.

First, **orient your intern to his or her new workplace.** This might take the form of a conventional orientation program or merely a walk around the office, depending on the size of your company. After all, even though they may not be permanent employees, they'll be spending a great deal of time in your workplace. Give interns an overview of your organization; some companies give talks or hand out information about the company's history, vision and services. Explain who does what and what the intern's duties will be. Introduce him or her to co-workers and give them a complete tour of the facility. Making your intern at home in the office is your first step to bringing him or her back.

Give your intern the resources he or she needs to do the job. That may sound obvious, but you'd be surprised at how many companies stick their interns out in an out-of-the-way room or transfer them from desk to desk. That sends a potent message you don't want to send: Interns aren't important; we don't want you here. Give the intern a desk and show them where to get needed supplies. If you intimidate your interns into silence, you could miss out on valuable contributions to your projects—or warnings about impending problems.

Keep an eye on the intern. This doesn't mean to watch their every move, but do make sure you know what's happening with their daily tasks. Watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it also could mean that he or she is confused and shy about telling you so. It's easy to be shy in a workplace full of strangers who all know each other. See whether the intern is trying to do anything that requires someone else's input. Make sure that work is taking precedence over web browsing or texting friends. Paying attention early helps you head off problems and bad habits.

Give them lots of feedback! Especially if your interns have never done this kind of work before, they'll want to know if their work is measuring up to your expectations. No matter what the level of experience, they need you, as a more experienced worker, to let them know if their work is officially "okay". Periodically, examine what your intern has produced and make suggestions.

Starting an Internship Program

- *Informal Feedback*- Informal feedback is sometimes not perceived by the student as feedback. Informal feedback shows up as comments or a light hearted nudge. When using informal feedback be clear with your intent. The more direct, the more likely the student will perceive this to be an area of focus. Positive feedback should be given freely. Areas of growth should be presented in a private setting where the student is not embarrassed. Feedback should be delivered as often as possible to encourage the student to continue to develop.
- *Formal Feedback* - Formal feedback should be prepared and delivered in a private meeting with the co-op to discuss student's strengths and areas for growth. It should be designed so the manager achieves his/her desired objective. Students should have clear objectives of what areas of growth need to be addressed. Use specific examples of student behavior whenever possible so students have clear ideas of what areas need improvement.

STEP FIVE: EVALUATE THE INTERN

Remember those goals you outlined before? A few weeks after the internship begins, it's time to see how well you and your intern are meeting those goals.

Evaluation processes differ. Yours might be as formal as written evaluations every three weeks or as informal as occasional lunches with the internship coordinator and/or the intern's mentor. Some companies have the intern evaluate the experience and the company as well. Again, your structure is largely up to your organization's culture and needs. As an added bonus, these evaluations will be handy later if you decide to interview a former intern for full-time work, or to publicize how successful your program has been. The University of Tennessee utilizes the NACE Career Readiness Competencies to evaluate our student interns and employees. An example evaluation is included at the end of the guide on page.

STEP SIX: EVALUATE AND REFLECT ON THE INTERNSHIP PROGRAM

Maintaining program popularity will require hard evidence that your organization is getting a return on its investment. Some organizations have adopted a process of formal exit interviews. Through this process they can determine if interns are leaving the company having had a good experience, and it provides valuable feedback to managers for program planning in the following year. In addition to qualitative measures, a number of quantitative measures should be adopted. Some common measures include the number of interns that become full-time employees; repeat requests for interns from managers; and growing numbers of intern applicants. In order to successfully measure your own program outcome, you should return to the stated program goals, and address those outcomes.

LITERACY PROGRAM INTERN

Local NonProfit Organization Description: Since 1991, we have been a resource for adults in our community who are under-educated or illiterate. FOL offers free reading, math, and high school equivalency diploma (GED and HiSET) classes to adults at locations throughout the area. Our goal is to enable our students to achieve their full potential and become better citizens. We offer group classes and small group or one-on-one tutoring.

Program Description: Our Local Reading Program brings education closer to the adults who need it by fostering other organizations and churches as they implement literacy programs for adults at various locations in our community. In support of the organizations Tennessee Valley Reads Program provides:

- A structured literacy curriculum and instructional materials to guide organizations in the education of adults.
- Training and ongoing coaching for program implementation.
- Resources, support and supervision to foster success in achieving students' educational goals.

Internship Description: We are currently looking for student interns to assist with the operations of running our Tennessee Valley Reads Program. The position is a unique opportunity for students interested in education or program management. The Program Intern would work directly with volunteer instructors under the supervision of the Program Director. The Program Intern will assist in training and onboarding volunteer instructors, opening satellite classes, and maintaining records of satellite classes. Internship will start Mid-April and last through Summer.

Duties and Responsibilities:

- Assist the Program Director with training new instructors on the curriculum for the Program.
- Work closely with Lead Instructors at satellite locations to resolve any issues in the implementation of the curriculum for the Program.
- Assist the Instructors in classes by working one-on-one with a student. The Program Interns would be responsible following the lesson plans based on the provided curriculum.
- Maintain records and reports on the successes and challenges at satellite classes.
- Coordinate and manage volunteers/instructors at satellite classes.

Qualifications:

- Responsible, diligent and conscientious
- Passion for helping others
- Good communication (written and oral) skills

Sample Position Description - NonProfit

- A commitment to professional growth with interest in teaching, education and/or program management.
- All majors are welcome, but students must have at least junior standing to apply.

Learning Outcomes:

- Knowledge of working with established curricula and education techniques
- Creating, defining, and implementing program guidelines
- Developing interpersonal and professional skills
- Performing effective and informative trainings/lessons
- Exercising leadership
- Improving problem-solving and critical thinking skills
- Identifying, understanding and working with professional standards
- Serving clients and stakeholders
- Negotiating and arriving at a decision
- Organizing and maintaining information
- Demonstrating the ability to assess and report on student achievement

Work Hours: Our office hours are Mondays and Fridays from 9:00 a.m. – 5:00 p.m. and Tuesdays, Wednesdays and Thursdays from 9:00 a.m. – 7:00 p.m. The intern schedule would require working between 8-15 hours per week during these hours. The internship is unpaid, but we are happy to work with you if you are interested in receiving academic credit.

Contact and Application Information:

To apply, email resume and brief cover letter to Mary Beth Browder, Program Director, at mbrowde2@utk.edu. Include “Literacy Program Internship” in the Subject Line.

Local Nonprofit is located at 111 South Street, Knoxville, TN 37996.

DIGITAL MARKETING & PR INTERN FOR MIDSIZE CORPORATION

Who we Are: At Midsize Corporation, we make widgets sold in stores across the US and nationally. Since our founding in 1950, we have steadily grown to where we are today, the market leader in widgets and a Fortune 1000 company. Our mission is people first, product second, and this is reflected in our company culture.

As the Digital Marketing & PR Intern, you will assist in the day-to-day administration of digital marketing and social media initiatives. In addition to marketing and social media savvy, we're looking for someone with extensive graphic design experience in Adobe Photoshop/Illustrator/InDesign along with video editing and photography skills.

What You'll Do

- Develop new and creative strategies focused on driving engagement and growth
- Help plan and execute all web (blog), SEO/SEM, marketing database, email, social media and display advertising campaigns and content
- Create social media posts including graphics for Twitter, Facebook, LinkedIn and Instagram
- Maintain project/campaign calendars and deadlines; actively monitor and analyze all advertising campaigns and report on metrics and insights
- Research and identify relevant celebrities, athletes and influencers to support our campaigns
- Brainstorm and create strategies to work with celebrities, athletes and influencers to drive press and get their fans involved in our company campaigns
- Create pitch materials for talent and PR outlets and update the press page on the site
- Assist with the execution of special projects/events to raise brand awareness

What We're Looking For

- You're eager to learn. You're inspired to change the world. You know that increasing visibility and awareness of our work can do this. You're committed to our mission
- Working towards a degree in public relations, marketing, advertising, communications or similar field
- Experience in SEO or digital marketing; a Google AdWords and/or Google Analytics certification will be looked favorably upon
- Excellent written and verbal communication skills
- Strong project management and organization skills
- Computer literate, internet and social media savvy, and experienced with Google Docs/Drive
- Knowledgeable in photo/video editing applications i.e. Photoshop, iPhoto, Final Cut, etc.
- Basic knowledge of HTML preferred but not required
- Passion for our mission that invigorates and excites everyone with whom you share it
- Drive and sophistication, excited by the opportunity to help shape the future of the organization

Sample Position Description - Corporate

- A team-orientation, strong work ethic, outstanding communication skills with the presence and personal style to represent the organization to multiple constituents

Internship Duration, Hours, and Location

Start date for this internship is June 1 and end date is mid-August. You will be expected to work 40 hour per week at our Nashville, Tennessee headquarters located at 111 South 10th Street.

Compensation

Internship is paid at a competitive hourly rate.

How to Apply

Please send a resume and cover letter to Mary Beth Browder at mbrowde2@utk.edu. Include Digital Marketing & PR Intern in the subject line of the email.

Sample Evaluation - Career Competencies

Sample Intern Evaluation - Manager Version

Your Name: _____

Your Intern's Name: _____

Dates of Internship: _____

This evaluation aligns with the Career Readiness Competencies identified by the National Association of Colleges & Employers as critical for a successful transition from college to the workplace. Using an evaluation such as this can help interns learn about their strengths and areas of growth in order to be a successful employee post-graduation. Intern managers or supervisors are encouraged to complete the form and review it with their intern in a scheduled one-to-one meeting. Feel free to modify this template to best meet the needs of your organization.

Please rate your intern in the following areas:

Critical Thinking / Problem Solving	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Shows a sincere interest in understanding the organization, their role, and their assigned tasks					
2. Practices sound judgment based on an analysis of available data and information					
3. Demonstrates creativity in approaching tasks, solving problems, and overcoming obstacles					
4. Seeks out resources and/or asks for help when unsure about how to proceed on tasks. Learns from experiences.					

Comments:

Communication / Leadership	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Clearly and efficiently conveys ideas orally to persons inside and outside the organization					
2. Communicates ideas clearly in writing in a manner suited to the intended audience					
3. Manages their own emotions and works to understand and empathize with others					
4. Takes initiative and seeks opportunities to contribute in group and individual settings.					

Sample Evaluation - Career Competencies

Comments:

Teamwork / Collaboration / Intercultural Fluency	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Builds constructive working relationships with individuals from a range of backgrounds. Can manage and resolve conflicts in an effective manner.					
2. Demonstrates inclusiveness, sensitivity, and respect for individuals' differences					
3. Contributes effectively to collaborative projects					
4. Adapts well to emerging requests from managers, coworkers, and customers					

Comments:

Professionalism / Work Ethic / Technology	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Demonstrates respect for organizational staff, policies, and norms					
2. Maintains a regular schedule, makes up missed hours, and is punctual and present					
3. Organizes and prioritizes work, is self-motivated, manages time, and sees tasks through from start to finish					
4. Identifies and effectively uses appropriate technologies and programs to complete work					

Comments:

Sample Evaluation - Career Competencies

Career Management	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Accepts constructive feedback from others and is able to learn from mistakes					
2. Self-advocates in a professional manner					
3. Can identify their strengths and weaknesses					
4. Can identify and articulate next steps to continue professional growth					

Comments:

Open Category: Industry Specific Skills*	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1.					
2.					
3.					
4.					

*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

If learning or performance goals were established, please describe the intern's progress towards their goals.

Sample Evaluation - Career Competencies

What do you perceive to be the intern's greatest strengths that are assets to your organization? If possible, please give specific examples/stories to illustrate your intern's strengths.

What areas of growth could improve the intern's success in your field? If possible, please give 1-3 specific examples.

Supervisor Signature:

Date Signed:

Intern Signature:

Date Signed:

Resources and Acknowledgements

For additional information and resources, please visit:

Cooperative Education and Internship Association (CEIA)

<http://www.ceiainc.org/>

National Association of Colleges and Employers (NACE)

<http://www.nacweb.org/>

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