

Guide to start Internship Programs

Based on best practices



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1. Goals of internships: Have a clear purpose!

Before starting an internship program, it is important to set specific goals to ensure success.

Start with determining the main drives of your company to set up an internship program:

- Is your purpose to focus on recruiting entry-level talent?
- Is your purpose to give students a taste of your industry, possibly hire them if they do an outstanding job?
- Is the setting up of an internship program mainly out of philanthropic reasons?

When you have a clear vision of your purpose of having interns at your company, the next step is to specify objectives. Objectives will guide you to give form to your program, to stay on the right track and to give you measuring tools to determine if the program was successful. While setting these objectives, keep all parties involved in mind to make sure everyone will benefit from the program. Think from a broader perspective; how does an internship program enrich not only your company, but also the whole industry? Right now this young student still has a lot to learn, but an internship is a step closer to becoming a successful scientist. Look at the bigger picture.

Examples of objectives for an Internship program

- To provide a meaningful educational or developmental opportunity to the respective intern
- Provide venue to contribute to life science and educational community at large
- Provide temporary employment opportunities to the community
- Obtain appropriate resources and/ or technical expertise to aid in accelerating scientific efforts
- Establish relationships and potential pipeline for future scientific talent.

Example of an Internship Program's Mission

The Internship Program will serve to provide mentorship, educational and technical opportunities for aspiring / future leaders within the life science and biotechnology industry, while addressing a critical business need to accelerate internal drug development processes / programs.

2. How to sell an internship to Sr. Executive?

Why does the Sr. Executive need to get on board?

- The driving force behind an internship program should come from higher up in the organization to ensure success. Ideally Sr. Executives and department head's should have identified and acknowledged the importance of an internship program in order for the program to be successful.
- As budgeting is one of the main hurdles in setting up an internship program, the initiator should start at the Sr. Executive or finance department to make sure the budget for an internship program is available.

Why should our company hire Interns?

- Cost savings in converting to FTE / 'try before you buy'
- Possible outside funding (BEDC, Hughes Scholars, other grants..)
- Develop scientists as mentors
- Goodwill for scientists interested in education and who enjoy teaching...
- Branding/ marketing for your company through young talent

Values of Internship Program for Intern versus Company

Value to Intern	Value to Company
<ul style="list-style-type: none">• Mentorship, educational opportunity and technical opportunity	<ul style="list-style-type: none">• Builds relationship with academic institutions and the community
<ul style="list-style-type: none">• Possible educational stipend or credit	<ul style="list-style-type: none">• Provides mentoring & supervisory experience to emerging company leaders
<ul style="list-style-type: none">• Exposure to biotech industry and professionals	<ul style="list-style-type: none">• Meets critical business needs and generates R&D deliverables
<ul style="list-style-type: none">• Creates a professional network to 'kick-start' career	<ul style="list-style-type: none">• Establishes a pipeline for future talent
<ul style="list-style-type: none">• Opportunity to work in an exciting, rapidly growing network	<ul style="list-style-type: none">• Assess new candidates in a non-binding relationship

3. How to sell an internship to potential Intern Mentors?

Benefits of Being an Intern Mentor/ Supervisor

- Ignite a spark → be a motivation to the student
- Create a legacy
- Build your leadership and management skills

Mentors are rewarded by sharing their knowledge and skills, to help others succeed, and to support the profession. All you need is a passion for the profession and a willingness to spend a couple hours per week developing a relationship with a student.

Mentoring requires a willingness to share, listen, and provide advice in a flexible relationship shaped by the needs of the mentee. Just your profession demands high-quality care and a commitment to help individuals, mentoring is a way for every professional to improve the field, one person at a time. While mentoring programs are designed primarily for the benefit of mentees, mentors enjoy rewards as well. Including:

- Exposure to the emerging talent pool
- Ongoing attention to your own career development
- The satisfaction of imparting wisdom and experience to others without a huge time commitment
- Enhancement of coaching, leadership, management, and recruiting skills
- Exposure to diverse thoughts, styles, personalities, and cultures
- Opportunities for recruitment to your profession and/or your employment setting
- A way to give back to your association and/or profession
- A lasting career network

4. Meeting with the VP/ Dept. Head to establish internship projects.

You can create the most dynamic internship program in the world, but if it isn't integrated with your overall recruitment and retention strategies then your internship program is doomed to failure. Make sure that you work closely with your hiring managers so that you know how many internship positions you need to hire for and in what areas. Be sure that the job descriptions for those positions are clear, well thought out, and compelling to the students. Remember that students know that they're qualified and they're going to receive multiple offers. You need to sell them on why they should work for you rather than the employer across the street whose offering the same opportunity (Excerpt from Appendix 5: '*Got an internship program? Make it a Great program!*').

Guidelines for Project Proposal

- Clearly describe business / unmet need
- Concisely describe / provide scope of work
- Clear and detailed description of candidate (educational and technical) qualifications
- Clear expectations of deliverables
- Clear benefit to intern candidate, mentor and organization
- Provide time frame and duration for internship
- Estimate of resource demands
- Keep it simple

Key requirements of an internship program

- *Mutual obligation*: a mutual obligation exists between the intern participant and the organization to further developmental objectives and specific goals
- *Business Justification*: a beneficial need and potential outcome must exist to justify the resource investment (scientific outcome, time, money)

See Appendix 1 for Template of Research Project Proposal Outline (developed by Phil Sheridan)

See Appendix 2 for an Example of a specified Job/Project Description

See Appendix 3 for Example of Internship Postings (supplied by: Vertex)

5. Handbook on how to set up and guide an Internship program

Guidance Document *(by Phil Sheridan)*

- Objective of Internship Program
 - To provide a meaningful educational or developmental opportunity to the respective intern
 - Provide venue to contribute to life science and educational community at large
 - Provide temporary employment opportunities to the community
 - Obtain appropriate resources and/ or technical expertise to aid in accelerating scientific efforts
 - Establish relationships and potential pipeline for future scientific talent.

- Types of Internships
 - Short term
 - Yearly quarter, 3 months, summer.
 - Focus is to support key aspect of scientific project
 - Possible pipeline for lab support personnel
 - Can be repeated if candidate meets project qualifications and completes competitive selection process
 - Longer term:
 - 6 month or 12 month term
 - 2 year term reserved for post-graduate / doctoral researcher

- Value to selected interns
 - Interns gain experience commensurate with their level of education
 - Interns are provided with valuable exposure to the biotech world

- Business Rationale
 - Projects for intern should support existing corporate priorities
 - Project should not be created to justify hiring interns
 - Projects should serve to accelerate the sponsors research, increasing throughput and efficiency
 - Could serve as training ground for future Company employees

- Key requirements
 - For project
 - Project must support existing program or activity within company activities
 - Company departmental sponsor must have support of supervisor
 - Project must be appropriately scoped so that the intern can realistically complete the project

- Project must be budgeted into department budget
- For Intern
 - Must have skill level appropriate for the project
 - Must pre-read all relevant material
 - Must be able to meet the commitment necessary to complete the project
 - Will effectively record all work in a company laboratory notebook
 - Will understand and agree to work within the industry confidentiality standards as for all Company employees
- Final deliverables
 - All projects will have final reports summarizing to scope of work and overall accomplishment
 - Report may be one of the following formats depending on complexity of project outcome
 - Power point slide deck, interim report, abstract and/or manuscript
 - Each project report will contain the following basic elements:
 - Objective, methods, results and conclusions
 - All work will be captured in a manner consistent with company confidentiality and SOP standards

Internship program agreement

- Create a timeline to use as guidance for planning the internship program.
 - Set dates for all the steps that need to be taken; create internship program proposal, make sure a budget is available, post the internship position, schedule interviews, hire an intern, formulate internship objectives and agreements.

See Appendix 4 for an Internship Handbook including:

- Definition & common characteristics of an internship,
- Specific roles & responsibilities of all players involved,
- List of required skills for potential interns,
- Monitoring interns during the program & evaluating success of the internship,
- Different forms;
 - Internship objectives
 - Internship program agreement form,
 - Internships evaluation forms for Intern and Supervisor,
 - Attendance record

6. Tips on how to be a good supervisor/ mentor/ intern

See Appendix 5: Article: 'Got an internship program? Make it a Great program!' → Tips for the Intern Supervisor

Ideas on activities

- Lunch & learns with CEO's
- Mixers with interns at other companies to share experiences
- Project/ Poster presentations

List of available funding by industry

- BEDC, Hughes Scholars

List of links to internship portals etc

- <http://biocom.biospace.com/>
- http://biocominstitute.org/training/internships_externships/
- <http://www.internmatch.com/>

Guidance on debriefing process

- Internship evaluation & Measure Success against goals
- Exit interview (see appendix 6 for sample questions)
- Identify process improvements
- Sustainability of Internship Program
- Budgeting Subsequent Internship Program & Goals Definition

[COMPANY LOGO]

Research Project Proposal

**TITLE: Development of Xenograft Model for
Pancreatic Oncology In Vivo Proof-of-Concept**

DATE, 2011

Project Description and Goal:

The goal is to develop an in vivo mouse model for the evaluation of oncolytic compounds for the treatment of late stage pancreatic cancer.

COMPANY Functional Groups & Responsible Personnel:

Project Title:	Xenograft Model Development for Pancreatic Oncology In Vivo Proof of Concept
Project Supervisor:	Philip Sheridan
Project Intern:	John Smith
Project Team Members:	Functional Group 1 (ex. Discovery): I.B. Roman

Cell Biology: I.B. Cummins

Pharmacology: I.B. Confused

Background & Significance:

Specific Aims:

Research Methods:

Anticipated Results:

Business Rationale:

Key Deliverables:

References:

Appendix:

Appendix 2: Example of Job Description

JOB DESCRIPTION
[COMPANY NAME]

POSITION: Internship: **NAME** **DATE:** September 31, 2011

REPORTS TO: **NAME** **FLSA:**

DEPARTMENT: **Group or Department**

POSITION SUMMARY:

This is an internship for a recent college graduate with pertinent job experience in cell biology. The duration is estimated to be approximately 3 months (~12 weeks) with compensation of **\$10-15/hour** / 40 hrs week, commensurate with experience.

This candidate will have general experience in cell biology and/or molecular biology, known skills in aseptic techniques, cell propagation and manipulation, and DNA delivery (transfection or viral transduction) for cell line engineering and cellular function/pathway analysis projects. The individual is expected to apply these skills with a fundamental understanding for the development of novel biotherapeutics in support of exploratory discovery biology research efforts. The candidate must comprehend pertinent literature, and demonstrate an ability to work independently and meet metric-driven timelines.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

These include, but are not limited to:

- Aseptic cell culture and harvesting, propagation and maintenance.
- Various methods of gene delivery such as transfection or viral transduction procedures.
- Experience with gene delivery for the purposes of engineering stable cell lines in support of cell reagent generation and assay development.
- Identification of cell clones by dilution cloning methods.
- Experience with gene delivery for the purposes of protein expression and purification of recombinant proteins, and elucidation of protein function and cellular pathway analysis.
- Familiarity with cell harvesting for protein extraction, as well as biochemical and analytical techniques such as SDS-PAGE, Western blotting and ELISA assays.
- General knowledge base in recombinant DNA techniques including, PCR amplification, DNA/RNA isolation and purification, DNA sequencing and sequence analysis.

ADDITIONAL FUNCTIONS AND RESPONSIBILITIES:

- General lab organization, reagent preparation and organization.
- Assembly of data, maintenance of company lab notebook, and presentation of data at group and other organizational meetings.
- Other duties as assigned.

EDUCATION, EXPERIENCE, KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

- We desire a student whom is a college graduate with cell biology and/or molecular biology experience.
- Ability to read, understand and follow a recipe or procedure, an understanding of scientific mathematics (ie. ul, ml, L, ng, mg, gm etc), and an understanding of fractions and dilutions.
- Organized individual with attention to detail and who can diligently maintain a lab notebook.

TECHNICAL KNOWLEDGE REQUIRED:

Equipment: PC, aseptic cell culture techniques, agarose gel electrophoresis, micro-pipetting, centrifuges, weight scales, or ability to be trained. Knowledge of other equipment required:

Software Knowledge: Windows, MS Office (Outlook, Word, Excel). Knowledge of other software required:

INTERNAL AND EXTERNAL RELATIONSHIPS:

Participate in integrated Group and R&D Departmental activities as required.

EFFORT REQUIRED/ENVIRONMENTAL CONDITIONS:

Physical Activities: On a continuous basis, sit at desk for a long period of time; intermittently answer telephone and write or use a keyboard to communicate through written means. Some walking and lifting up to 20 lbs. may be required. The noise level in the work environment is usually low to moderate. The physical demands described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Laboratory Activities, if applicable: Biology and chemical laboratory environments experience needed. Environmental health and safety requirements also apply.

TRAVEL: NA

Travel may be required up to 0% of your time

PERSONAL CHARACTERISTICS:

As the Company is poised to move to its next level, it is imperative that he or she be first and foremost a team player. The successful individual will also possess many critical personal characteristics, including:

Excellent Communication Skills, both written and oral: The successful individual's communication style should be diplomatic and direct, but not confrontational. He or she must be able to articulate clear, tangible objectives for the organization and can deliver an honest assessment of the level of achievement of those goals. Must work well in a collaborative team environment.

Image and Presence: The successful candidate will have had significant exposure to project management and understand the importance of maintaining a high level of integrity. As such, he or she must project the appropriate professional image of the Company.

Appendix 3: Example of Internship Postings



Vertex Pharmaceuticals Incorporated is a global biotechnology company committed to the discovery and development of breakthrough small molecule drugs for serious diseases. The Company's strategy is to commercialize its products both independently and in collaboration with major pharmaceutical companies. Vertex's product pipeline is focused on viral diseases, cystic fibrosis, inflammation, autoimmune diseases, cancer, and pain.

2010 Summer intern projects in cystic fibrosis research

Cystic Fibrosis (CF) is a fatal genetic disease caused by mutations in the gene encoding the cystic fibrosis transmembrane conductance regulator (CFTR), affecting children and young adults. Vertex is developing small molecules that improve CFTR function as a treatment for CF. These internships are an opportunity to experience the drug discovery process and learn biochemical and physiological methods used to study CFTR.

Intern Opportunity #1

This project will involve the biochemical characterization of the nucleotide binding domain 1 (NBD1) of the CFTR protein. The intern will learn methods for the expression, purification and characterization of NBD1 including the testing of compounds for their effects on the biochemical properties of NBD1. In this position, the intern will develop an understanding of the molecular architecture of CFTR and how different domains of the protein are involved in the regulation of CFTR function and the CF disease process.

Intern Opportunity #2

This project will involve characterization of our in vitro bronchial epithelial cell (HBE) culture system, which we use to test CFTR modulators as potential treatments for cystic fibrosis. This system replicates important aspects of human lung physiology such as ion and fluid transport and their regulation by CFTR activity. The summer intern would explore cellular growth and differentiation conditions and develop biomarkers for proper cell culture. In addition, the intern will test CFTR modulators in the HBE system and develop a good understanding of the cellular and molecular activities controlling lung physiology relating to cystic fibrosis.

Position requirements for both:

These positions require a high attention to detail and basic understanding of mammalian cell biology. Previous experience in a research lab would be a strong plus.

Handbook for Internships

What is an Internship?

- An internship is defined in this handbook as a work-based learning experience for which student receives college credit.
- An internship is a short-term, on-time, paid or unpaid work experience that provides students with a connection between their classroom studies and the work place.

Intern/Co-Op Definitions

Interns are students who are currently pursuing a BS, MS or PhD degree from an accredited University or College. Students can use their work experience at [Company Name] to gain practical knowledge in their chosen major, dependent on class load and work authorization restrictions, if any. Internship duration is generally set at the beginning of the assignment, but are traditionally 10-14 weeks during the summer and may be extended or shortened based on company needs. Interns are permitted to work throughout the school year until the completion of their degree program. Interns generally work part-time (20 hrs per week) during the school year and may work full time (40 hours per week) over the summer and during extended holiday periods.

Co-Ops are students who are currently enrolled in their College or Universities Co-Op Program, while pursuing a BS, MS or PhD degree. These students are required to apply classroom knowledge to actual work situations to gain hands-on work experience and an understanding of business culture and expectations. Co-Op students are generally full time (40 hours per week) and assignments usually last 4, 8 or 12 months duration through Spring, Summer, and Fall (depending on the College/University Co-Op Program and student availability). Co-Op assignments generally alternate between academic terms, until the student completes the degree program.

Who Are the Players in an Internship?

- The student,
- The site supervisor,
- The instructor of record.

These are usually the three persons involved in organizing and completing an internship. The instructor of record is responsible for ensuring the appropriate paperwork is completed.

What Are Common Characteristics of Internships?

- New or expanded responsibilities for the student.
- Work experience related to the student's studies or career interest.
- Verbal and written assessment of the student's performance by the site supervisor, including evaluation of the student work quality, level of cooperation, and success in meeting the internship objectives.
- Instructor of record helps negotiate objectives, supports the student, mediates any problems that arise at the site, and issues credit.
- The internship assists the student to develop basic skills and competencies that apply to work any environment.

GUIDELINES

Five areas of skill or responsibility define the internship.

1. Basic Skills

Only students with appropriate skill levels will be referred to a company.

These are the basic skills an employer may expect of an intern.

- Honesty and dependability.
- The ability to recognize problems and find solutions.
- Excellent communication skills.
- The ability to get along with people.
- The ability to read, write, and calculate well.
- Willingness and openness to develop skills, competencies, and qualities as they participate in work-based learning.

2. Structure of an Internship

Each internship contract will have specific actions and measurable learning objectives. The student, instructor, and site supervisor determine exactly what the student will accomplish and how those accomplishments will be measured.

To determine the objectives, these questions will be answered.

- What task will the student complete?
- How will the student accomplish it?
- How will it be measured, evaluated, or rated, and who will do this?
- When will the student complete the internship and task?

3. Responsibilities of the players

• **Student**

When a student expresses interest in a work-based learning experience, the instructor or record or counselor can help them clarify their expectations by helping determine what they want to learn on a job, how much time they can spend, and what kind of work environment they want.

• **Site Supervisor/Employer**

The site supervisor is the key person at the internship site and can help design student objectives. The supervisor determines whether a student can reasonably accomplish a set of objectives in the time available. The site supervisor also helps with the final evaluation.

- **Instructor of Record/Counselor**

Instructors connect students with placements that match as closely as possible to their learning expectations. The instructor or counselor helps the supervisor identify work tasks that harmonize with the goals of the organization while meeting the learning expectations of the student and falling within the educational policies of the college. The instructor can help students and site supervisors negotiate clear objectives. The objectives align the expectations of both the student and the site supervisor, serve as the basis for evaluation, and function as documentation for the college that learning is taking place.

EXAMPLE OBJECTIVE

Department: Science

Program: Biotechnology

Internship: Laboratory Aide in a Biotechnology Company

Objective: For 48 hours, I will operate an instrument that weighs tissue samples and will use a bar-code reading device to record data about each sample and transfer data from the reading instrument to a computer database. My supervisor will verify that I spent 48 hours at this task by the end of the semester.

4. **Monitoring of Interns**

The student intern will begin work after being matched to a site, after enrolling in a class, and after the instructor, student and supervisor agree to objectives. The instructor of record will support the intern during the work experience. Periodic contact with both the intern and supervisor build the process. A written record of contacts by the instructor with the supervisor and intern will be kept.

- **Site Visits**

Reports indicate that the most useful form of support is a site visit to the supervisor and intern by the instructor. The instructor is able to see the work environment, which is also a learning environment for the intern and the college. Visits demonstrate to the intern and supervisor that the college considers the relationship a valuable learning experience.

- **Communication by telephone, facsimile, and electronic mail**

Phone contact on a weekly basis during the first month of the internship is essential, giving moral support to the intern as well as a conduit to discuss any problems or concerns that arise early in the relationship. Calls can be made to both the intern and supervisor, to check and see how things are going. Since most businesses and organizations have a FAX machine

and/or E-mail, the instructor can send a brief evaluation form two or three times during the internship. The form is simple, requiring one or two minutes to fill out and send back.

5. Evaluating the Success of the Internship

What the student intern learned and how well the student interacted with the site supervisor measures internship success. The instructor measures both by using the objective(s) as guides. As with other course work, the final authority for issuing credit for the internship rests with the instructor of record.

- **Site Supervision Evaluation**

The site supervisor determines if the student met the objectives, evaluates the completion of the objectives, verifies that the student worked the hours agreed upon, and assesses both the quality of the intern's work and work attitude. Suggestions for improvement will be included. Documentation can take the form of a rank ordering of traits, qualities, or performance outcomes, along with brief written comments. The evaluation forms are brief while providing an opportunity for additional comments by the supervisor.

- **Student Intern Evaluation**

The student intern's self evaluation informs the instructor how well they think they fulfilled the objectives as well as allowing the student to reflect on the learning experience in a structured way. Significant learning can take place even if the original objectives change. This evaluation assists the department and internship program to determine if students are ready for the work experience component and if any changes need to be made to the curriculum.

- **Final Evaluation of the Student Intern by the Instructor**

The instructor's final evaluation and awarding of credit to the student can be based on the contacts you have had during the internship and on the final evaluation by the supervisor and the student themselves. Having the student keep a journal, write a paper, or have an exit interview are ways the instructor can accumulate documentation for the internship. Some students might document learning through a product created during or as an outcome of the internship. The product could include documents, databases, or operating procedure as well as a biotechnology product such as a protein or biomedical device, or improvement of a procedure.

START UP KIT FOR INTERNSHIPS

(Courtesy of Southern California Biotechnology Center)

Included are the guidelines for writing objectives, sample forms, and a checklist that ensures all the necessary documentation stipulated in Title V is available in the student file.

List of Forms

- 1. Internship Announcement** – the company sends this to the Biotechnology Center.
- 2. Student Application and Referral Form** – The student completes this two-copy form, then requests a recommendation from the instructor or counselor. One copy is retained by the instructor, the other sent to the Biotechnology Center.
- 3. Student Fact Sheet** – Information to be given to a student considering an internship.
- 4. Student Skills Information Sheet** – Information for the student on the skills they are expected to possess.
- 5. Internship Objectives** – Includes guidelines and sample objectives.
- 6. Internship Program Agreement** – Signed by the student, the site supervisor and instructor of record.
- 7. Student Self Evaluation** – Completed by the student, returned to the instructor of record.
- 8. Supervisor Evaluation** – Completed by the supervisor and returned to the instructor.
- 9. Attendance Record** – Completed by the student, verified by the supervisor, and returned to the instructor of record.

1. INTERNSHIP ANNOUNCEMENT

Organization _____		Date _____
SIC _____		
Contact person _____		Title _____
Address _____		
City, State, Zip _____		
Phone(s) _____		
Fax _____		Email _____
Job Classification _____		Job Title _____
Duties & Responsibilities _____		

Required Skills & Abilities _____		

Most Essential Skill _____		
Comments _____		
Days and hours _____		
Start Date _____	End Date _____	Total Hours Per Week _____
Pay: (Circle One)	Time: (Circle One)	
Stipend _____ (amount)	Full-time	
Rate of _____ per _____	Part-time	
Unpaid	Either	
Academic Credit (Circle One)	Semester (Circle One)	
Yes	Fall	
No	Summer	
	Spring	
	Continuous	

2. STUDENT APPLICATION AND REFERRAL FORM

Student ID		Date	
Name: Last, First Middle-Suffix		Gender	SSN
Address: City, State, Zip		E-Mail Address	
Currently Enrolled in Community College Yes No	ESL Level	Taking course for CREDIT NON- CREDIT	Phones <i>Daytime</i> <i>Evening</i>
Briefly Describe Skills From Previous Jobs			
List Courses Taken That Relate to Your Career Objective			
<i>Course</i>	<i>Instructor</i>	<i>When Completed</i>	<i>Grade</i>
Major Area of Interest		Area(s) of Interest for Internship	
Faculty referral Instructor's Name _____		Approval _____ Date _____	
Or Counselor's Name _____		Approval _____ Date _____	
Comments			

3. STUDENT FACT SHEET

What is an Internship?

An internship is defined as a work-based learning experience for which a student receives college credit, with specific learning goals and outcomes. An internship is a short-term, one-time, paid or unpaid work experience that provides students with a connection between their classroom studies and the work place.

An internship

- Is an effective way to explore professional fields,
- Develop specific skills,
- May be better than an entry-level job as it usually provides the opportunity to do substantive work in significant positions, and
- Can add to your attractiveness as a candidate for potential employment.

Who Would Benefit From an Internship?

Since work experience has become a necessary addition to the ongoing educational process, both those persons seeking or changing careers would benefit from an internship.

Who Are the Players in an Internship?

The student, the site supervisor and the instructor of record are usually the three persons involved in organizing and completing an internship. The instructor of record and the coordinator in the Biotechnology Center are responsible for ensuring the appropriate paperwork is completed.

What Will the Employer Expect of Me as an Intern?

- To recognize problems and find solutions.
- To communicate well and get along with people.
- To be honest and dependable.
- To read, write, and calculate well.

How Will I Benefit From This Experience?

- You will gain valuable work experience and a letter of recommendation.
- You will be exposed to many people in your chosen field, assisting in building a network of career contacts. These contacts will prove important in developing your career path and ultimate career satisfaction.
- You will experience a realistic evaluation process. Did you accomplish your learning objectives and personal goals?

- You will discover your suitability to your career choice before you make the commitment. Is this the career for you, or will you need additional training to succeed?

What Are Common Characteristics of Internships?

- New or expanded responsibilities for the student.
- Work experience related to student's studies or career interest.
- Verbal and written assessment of the student's performance by the site supervisor, including evaluation of the student work quality, level of cooperation, and success in meeting the internship objectives.
- Instructor of record helps negotiate objectives, supports the student, mediates any problems that arise at the site, and issues credit.
- The internship assists the student to develop basic skills and competencies that apply to any work environment.

4. STUDENT SKILLS INFORMATION SHEET

As an intern, you will be expected to possess the following skills.

1. **Basic Skills** – to read, write, listen, speak, and perform arithmetic and mathematical operations.
 - **Reading** - locate, understand, and interpret written information in prose and documents such as manuals, graphs, and schedules.
 - **Writing** – communicate thoughts, ideas, information, and messages in writing and create documents such as letters, direction, manuals, graphs, and flowcharts.
 - **Listening** – receive, attend to, and respond to verbal messages and other cues.
 - **Speaking** – organize ideas and communicate oral messages.
 - **Arithmetic/mathematics** – perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

2. **Thinking Skills** – think creatively, make decisions, solve problems, see things in the mind’s eye, know how to learn and reason.
 - **Creative Thinking** – generate new ideas.
 - **Decision Making** – specify goals and constraints, generate alternative, consider risks and evaluate and choose the best alternative.
 - **Problem Solving** – recognize problems, devise and implement plans of action.
 - **Seeing Things in the Mind’s Eye** – organize and process symbols, pictures, graphs, objects, and other information.
 - **Knowing How to Learn** – use efficient learning techniques to acquire and apply new knowledge and skills.
 - **Reasoning** – discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

3. **Personal Qualities** – display responsibility, self-esteem, sociability, self-management, and integrity and honesty.
 - **Responsibility** – exert high level of effort and persevere towards goal attainment.
 - **Self-Esteem** – believe in own self-worth and maintain a positive view on self.
 - **Sociability** – Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - **Self-Management** – assess self accurately, set personal goals, monitor progress, and exhibit self-control.
 - **Integrity/Honesty** – choose ethical courses of action.

5. INTERNSHIP OBJECTIVES

Intern: _____ Date: _____

Your objectives each semester provide the opportunity for new or expanded responsibilities. For example, if you work at routine laboratory job skills of pipetting, petri dish pouring, and glassware cleanup, your objective could be learning the protein analyzer or polymerase chain reaction. Write three objectives and show them to your employment supervisor and cooperative education instructor. Your supervisor or instructor may modify these objectives. Make your objectives measurable.

1. What task will you complete?

How will you accomplish it?

How will it be measured or evaluated and by whom?

When will you complete it?

2. What task will you complete?

How will you accomplish it?

How will it be measured or evaluated and by whom?

When will you complete it?

3. What task will you complete?

How will you accomplish it?

How will it be measured or evaluated and by whom?

When will you complete it?

6. INTERNSHIP PROGRAM AGREEMENT

The undersigned **student intern** agrees to do the following:

1. Arrive on time and dress appropriately based on worksite standards.
2. Perform all assigned tasks to the satisfaction of the site supervisor.
3. Keep regular attendance both at the community college and the worksite, and notify the worksite when absence is unavoidable.
4. Notify the instructor of record immediately if any problems arise during the internship.
5. Prepare a written evaluation of the internship at the end of the program.

The undersigned **site supervisor** agrees to do the following:

1. Provide orientation concerning company office procedures, laboratory procedures (when relevant), staff relations, and duties of the intern.
2. Provide training, guidance, and supervision of the intern.
3. Assign sufficient quality works (based on stated learning objectives) to occupy the intern during scheduled work hours.
4. Communicate regularly with the instructor of record.
5. Accurately complete timesheets and list accomplishments of the intern on a regular basis.
6. Attend a training session to gain an understanding of the learning objectives and outcomes, and how to direct the intern to accomplish these objectives.
7. Adhere to all health and safety codes.

The undersigned **instructor of record** agrees to do the following:

1. Provide qualified candidates to match work site expectations, as determined by a list of duties and responsibilities.
2. Prepare learning outcomes and skills development to enhance classroom learning.
3. Monitor the intern's progress through discussions with the site supervisor and intern.
4. Prepare a worksite orientation and training session covering responsibilities, procedures, and operation of this agreement.
5. Monitor work sites for compliance with this agreement.
6. Evaluate the intern's progress throughout the program using regular reviews.

Student Intern _____ Date _____

Site Supervisor _____ Date _____

Instructor of Record _____ Date _____

7. STUDENT SELF-EVALUATION

Name: _____ Date: _____

Rate yourself in the following areas:

	Yes	No	Sometimes	Comments
1. Arrived on time:				
2. Arrived completely prepared for the activities of the day:				
3. Began work promptly:				
4. Organized work and tasks appropriately:				
5. Managed time at the site effectively, as well as time to complete assignments:				
6. Turned assignments in according to schedule:				
7. Exhibited competence in assigned activities and tasks:				
8. Followed written and oral instructions correctly:				
9. Worked well with the site supervisor:				
10. Maintained a cooperative attitude with departmental employees:				
11. Accepted criticism and/or suggestions well and responded appropriately:				
12. Initiated discussion to enhance the learning experience:				
13. Maintained confidentiality of administrative discussions and proprietary matters:				

8. SUPERVISOR EVALUATION

TO BE COMPLETED AT THE END OF THE TERM BY THE SITE SUPERVISOR

Name of Intern: _____
 Address: _____
 Phone: _____ Period of Internship *From:* _____ *To:* _____

TO THE EMPLOYER: This is a rating sheet for the above student who is employed with your company and enrolled in the community college work-based learning program. The student and the college instructor of record will discuss this evaluation. The rating will be used to evaluate the internship.

	Excellent	Good	Satisfactory	Poor	Inadequate	Not Observed
JUDGEMENT:						
INITIATIVE:						
COOPERATION:						
DEPENDABILITY:						
PUNCTUALITY:						
COMPETENCE:						
PROMOTION:						
POTENTIAL:						
ABILITY TO LEARN:						
APPEARANCE:						

Comments:

Site Supervisor Signature: _____ Date: _____

Appendix 5:

Article on how to make an Internship Program, a great program.

Got an Internship Program? Let's Make it a Great Program!

By Steven Rothberg, President and Founder of CollegeRecruiter.com

The days of viewing interns as cheap labor are, thankfully, fading into a distant memory. Today's leading organizations understand that college recruiting is strategic and the most strategic component of a successful college program is a successful internship program. So what makes an internship program successful?

1. Have a clear purpose Hopefully your purpose isn't to provide a desk and some work experience for the nephew of the CEO or to provide a cheap replacement for the accounts payable specialist who is out on maternity leave. Rather, the purpose of your program should be to recruit great entry level talent who will become your organization's next generation of leaders. To get there though, you must set and achieve some specific goals so that you can measure whether your program is in fact successful. These goals come down to your objectives. One organization may want to recruit at least one intern from each of 12 schools, extend offers of permanent employment to at least 75 percent of those interns, have at least 50 percent of them convert into permanent employees (not only accept but also report for duty), and for 50 percent of those to still be in positions of leadership in your organization within five years.

2. Integrate with your organization You can create the most dynamic internship program in the world but if it isn't integrated with your overall recruitment and retention strategies then your internship program is doomed to failure. Make sure that you work closely with your hiring managers so that you know how many internship positions you need to hire for and in what areas. Be sure that the job descriptions for those positions are clear, well thought out, and compelling to the students. Remember that they know that they're qualified but they're going to receive multiple offers. You need to sell them on why they should work for you rather than the employer across the street who is offering the same opportunity.

3. Pick the right schools, programs, and students Recruit the right students from the right programs from the right schools. If you're hiring car wash managers, forget about recruiting at M.I.T. If you're a Silicon Valley high tech firm and need software engineers, forget about recruiting at a third rate community college. The first will fail to recruit. The second will fail to retain.

4. Use your stars. Send the right people from your organization to the schools You're a recruiter and that's great. But unless you're hiring for a position in your department you're not the person the student wants to talk with. They want to interview with the person who will be their manager and someone who is a year or two ahead of them – so send a hiring manager and a recent grad. Invest in your relationship with the college career service office and faculty for it is they who will send to you the best students for your needs and divert the others to employers who can offer a better fit.

5. There is no such thing as a mailroom Gone are the days of providing meaningless work to interns as some type of pseudo hazing ritual often referred to as "paying your dues." Candidates who are asked to pay their dues through the completion of meaningful work will eagerly do so. Others will abandon you in favor of your competitors. Do you really want to be creating a pipeline through which the most sought after and therefore least desperate of your interns will leave you and go to work for your competitors?

6. Train and mentor Millennials value education, both in-school and on-the-job. They want to be continually challenged. If you give them a job and look forward to the day when they master it so that you can spend your time elsewhere, then turn the clock forward to 2007. Before they fully master their job, you need to show them their path of progression, which means that they need to progress. If they do the same thing day after day for six months, then they'll leave you in the seventh month. Train them. Move them from department to department. Assign mentors to them who are not in their chain of command. Satisfy their job hopping tendencies internally or they will satisfy those tendencies externally.

7. Create a network In addition to cross-training them by moving them from department to department, create frequent, regular opportunities for them to meet and learn from peers, superiors, and subordinates from across your organization. These sessions need not be formal and need not have a meticulous agenda. Schedule a brown bag lunch for every Friday and rotate them through your departments so that everyone will be exposed to the challenges and opportunities being faced by others in the organization. You'll be amazed at how many solutions will come from these sessions and the energy created will be inspiring to all, even to those of us who are Gen X'ers.

8. Create community Those who choose to work for an employer long-term almost always cite the friendships and relationships they have built on the job as the primary reason for staying even though times may be difficult and they could make more money with less stress by leaving. Yet few employers proactively do anything to build community. Host the occasional pizza party, Organize a dinner at a manager's home. Take a cruise on the lake. Create a Facebook site where they can connect, share interests, and be goofy.

9. Feedback, feedback, and more feedback Millennials crave and demand very frequent and detailed feedback. It wasn't all that long ago that some organizations grudgingly instituted annual performance reviews. These tended to be long, drawn out affairs that consumed a massive amount of managerial time. This generation has no use for that process. Get your managers to pull them aside for five minute chats every week. It doesn't matter when. If it works for the manager, then every Friday at 1pm is fine. But it can vary. The point is that the Millennials want to know how they're doing. They want encouragement. They want praise. Some have difficulty hearing about areas where they're deficient but the truth is refreshing and liberating to many as they're tired of hearing how perfect and glorious they are. They know that they're good, or at least believe so, but they also know that they're not perfect. Be honest. Be transparent. Be real.

10. Make them ambassadors Nothing communicates your appreciation and respect to your interns more than asking them to be ambassadors of your organization when they return to campus. If you want them to be a part of your team, then make them a part of your team right now. Forget the notion that their internship ceases on August 31st and their permanent position commences on June first. There is no and should be no bright line. Transition them from their internship to their permanent position by paying them to represent you on-campus by helping you line up the best possible candidates from the next year for your on-campus interviews, giving you feedback on what you're doing well and what could be better, meeting with professors and career service office professionals to let them know what they liked and disliked about your program and organization, and more. Just as you would with any other member of your team, communicate with them frequently and regularly. Ask them for their opinions, support, and help. Invite them to your corporate functions. And send them food. Nothing works quite as well with college students as lots of great, fun food.

Appendix 6:

Examples Exit Interview questions

Examples of exit interview questions after an Internship

- Did you get a good understanding of the goals and expectations of your internship when you started? If so, were those goals achieved? Why or why not?
- What part of the Internship Program at (Company Name) met or exceeded your expectations? Please explain why or how.
- What part of the Internship Program disappointed you? Please explain your response and/or suggest ways to improve the program with respect to the issue that you have identified.
- What was your favorite experience?
- What was your least favorite experience?
- What expectations were/weren't met?
- What experience did you not get to do, you think we should add to the process?
- What did you learn?
- Describe our team dynamic in 10 words or less.
- If you took over for me tomorrow, what would be the first thing you would change?
- What will be the memory that will mark the summer of 20xx for you?
- Would you recommend the Internship Program at Prometheus Labs to a friend? Why or why not? Please answer either.
- Why did you choose for an Internship at (Company Name) versus other companies?
- Open-ended: Your thoughts, concerns, praise, criticism ...