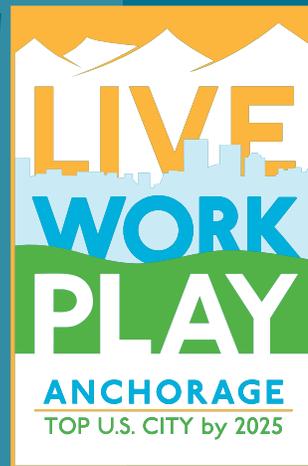


THE INTERNSHIP PLAYBOOK



AEDDC
Anchorage Economic
Development Corporation



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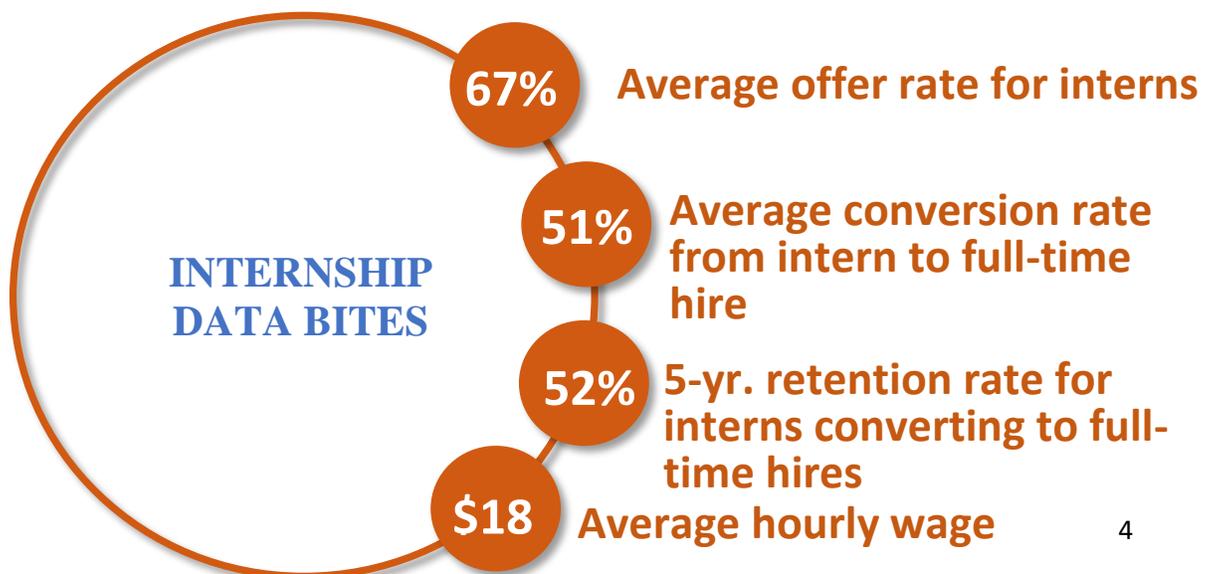
INTRODUCTION

The goal of this document is to share foundational information, general best practices, and specific internship program structures, policies and procedures to foster partnerships with Alaska employers and job seekers by providing information, program support, and outreach.

Research suggests that internships are one of the highest-impact educational practices to increase retention and student engagement. Therefore, the higher education community has given internships increased recognition in recent years (Kuh, 2008). As universities are increasingly being held accountable for employment outcomes from stakeholder groups like state governments, alumni associations and accrediting bodies, the education system has become more focused on encouraging work experience during college, internships serving as the primary model for this.

Nationally, employers are also demonstrating a growing interest in creating and improving internship opportunities within their organizations. This rising interest is sparked by:

- As baby boomers retire, future generation of educated employees will be harder to find and more expensive to recruit and retain.
- In Alaska, a second trend may be in play. There is a desire of local companies to hire employees who are “born and raised” in Alaska to minimize high workforce turnover rates. Hiring from out of state is a lengthy and expensive process and new employees from out of state are not guaranteed to stay long. Simply put, employers believe that UA students are more likely to stay in Alaska, stay with their organizations, and possess a certain appreciation for the Alaskan lifestyle that only comes from growing up in the state.



DEFINING INTERNSHIPS

Experiential learning comes in many forms. From the perspective of an employer, the following programs all appear to be internships. Yet the way in which these programs are facilitated and organized vary widely.

- Paid internships for credit
- Unpaid internships for credit
- Internships with no credit
- Apprenticeships
- Cooperative education (Co-ops)
- Externships
- Practicums
- Clinicals

To compound the confusion, many employers may have participated or been exposed to internships or similar experiential programs during their own academic careers and in turn have certain preconceptions about internships. An internship, in this document, is an opportunity offered by an employer to individuals, called interns, to work at an organization for a fixed, limited period of time (with a start and end date). Interns are usually college students, earn academic credit based on learning outcomes, and are potential employees for the organization. An internship may be:

- A structured work experience related to a student's major and/or career goal
- An experience that should enhance a student's academic, career, and personal development
- Supervised by a professional in the field
- An experience that generally occurs over one academic term (summer, spring, fall)
- Paid or unpaid, part-time or full-time
- An experience that is mutually agreed upon by the student, supervisor and faculty member
- Designed to meet credit hour requirements and learning outcomes for an academic internship course

15 BEST PRACTICES FOR INTERNSHIP PROGRAMS

In this section we share a list of best practices for building an internship program adapted from “Building a Premier Internship Program: A Practical Guide for Employers” by the National Association of Colleges and Employers (NACE). Note that many of the best practices presented here assume the internship is paid. Unpaid internships present several additional considerations for organizations focused on intern conversion, not the

least of which is legal issues that arise if the unpaid intern is given real work assignments. See page 10 for more information on legal issues related to unpaid interns.

BEST PRACTICE #1: PROVIDE INTERNS WITH REAL WORK ASSIGNMENTS.

Providing interns with real, meaningful work is the most important factor to ensure your program's success. Interns should be doing work related to their major, that is challenging, that is recognized by the organization as valuable, and that fills the entire work term. You can guarantee that hiring managers provide real work assignments by checking job descriptions, emphasizing the importance of real work assignments during a manager/mentor orientation session, and communicating with interns frequently throughout the work term.

BEST PRACTICE #2: HOLD ORIENTATIONS FOR ALL INVOLVED.

Holding an orientation session on the intern's first day is important for ensuring that everyone is on the same page. A successful orientation will clearly explain the intern's role and responsibilities with the organization. Additionally, use this time to lay down ground rules and help the intern familiarize themselves with the workplace culture of your organization such as punctuality, dress code, use of technology, communication, and expectations for general conduct. Orientations ensure that everyone starts with the same expectations and role definitions. This is time well spent—the effort you put into these sessions will pay off throughout the program.

BEST PRACTICE #3: PROVIDE INTERNS WITH A HANDBOOK AND/OR WEBSITE.

Whether in paper booklet format or presented as a special section on your internal website, a handbook serves as a guide for students, answering frequently asked questions and communicating the "rules" in a warm and welcoming way. A separate intern website serves many of the purposes of the handbook, but has the advantage of being easy to change. You can use your website as a communication tool, with announcements from the college relations staff or even articles of interest written by the interns themselves. Ensure that this document includes any written information that may be helpful for the intern to understand their role with your organization such as the internship job description, rules for conduct with your organizations, and a list of resources or individuals to contact if they need assistance with a specific issue.

BEST PRACTICE #4: PROVIDE HOUSING AND RELOCATION ASSISTANCE.

Few employers can afford to provide fully paid housing for interns, but your program will be more attractive if you offer any kind of assistance toward housing expenses. If that's not possible, help the intern with locating affordable housing; for those relocating to the job site, the prospect of finding affordable, short-term housing can be daunting. Assistance with finding affordable housing will make your opportunity more attractive to students, broadening your pool of candidates.

If you can pay for all or some of your interns' housing, be sure to design (and stick to) a clear policy detailing who is eligible. This will eliminate any perceptions of unequal treatment. In addition, be aware that employer-paid or employer-subsidized housing is considered a taxable benefit. Check with your internal tax department on exceptions to this. You will also want to consider the issue of relocation, which is separate although related to housing. Many organizations pay some or all of their interns' relocation expenses to and/or from the job site.

BEST PRACTICE #5: OFFER SCHOLARSHIPS.

Pairing a scholarship with your internship is a great way to recruit for your internship program—and this is especially true if you are having difficulty attracting a particular type of student or student with a specific skill set to your program. Attaching a scholarship can increase your pool of candidates with the desired qualifications.

BEST PRACTICE #6: OFFER FLEX-TIME AND/OR OTHER UNUSUAL WORK ARRANGEMENTS.

As students will often have classes to attend while working as an intern with your organization, a flexible schedule is essential in most circumstances. It is important that managers establish and maintain expectations for an intern's work schedule on the first day of the internship. However, maintaining a degree of flexibility for schedule adjustments will be helpful as students enter periods with a heavier workload like midterms or finals.

Additionally, traditional work schedules may be difficult for most interns to maintain. If you think about how students spend the day on campus (varied schedule each day, with varied activities such as work, class, social time), you can understand that 8 a.m. to 5 p.m. Monday through Friday is a bit of an adjustment for them. A flexible schedule can make them feel less chained to an unchanging routine. Other work arrangements that have been found successful with students include keeping them on as part-time, remote employees after they go back to school (depending on the type of work they do for you and whether they have a willing manager), and having them come back and work over school breaks for a couple of weeks. These are excellent ways to keep communications open and build a stronger bond.

BEST PRACTICE #7: HAVE AN INTERN MANAGER.

If your organization plans on hiring multiple interns, having a dedicated manager for your intern program is the best way to ensure that it runs smoothly, and stays focused on your criteria for success. Unfortunately, the size and resources available to most internship programs mean that this is not always possible. If your program is not big enough to warrant a dedicated full-time staff member, an excellent short-term solution is to hire a graduate student (look for a student working toward an advanced HR degree) to be your intern, and put this college relations intern in charge of the daily

operation of the internship program. This gives the interns a “go-to” person, and gives you and your staff a break from the many daily tasks involved in running a program of any size. For this to work, you must plan the program structure in advance (don’t expect your intern to do it), and be very accessible to your college relations intern. For smaller organizations, it may be enough to clearly designate an employee who will be responsible for managing your intern. See the section entitled “Appoint an Internship Manager/Supervisor” under Recruiting for more information.

BEST PRACTICE #8: ENCOURAGE TEAM INVOLVEMENT.

Involve your college recruiting teams—whether they are “volunteers” who participate in college recruiting, staff members dedicated to college recruiting, or some combination of both—in your intern program. They can sponsor social or professional development events, and help to orient the interns to your company culture. In my experience, college team members served as cooks at intern picnics, hosts at speaker events, and drivers for social outings such as ball games.

BEST PRACTICE #9: INVITE CAREER CENTER STAFF AND FACULTY TO VISIT INTERNS ON SITE.

Although some programs—especially those that are very structured on the university side—make visits by career center staff and faculty a regular practice, most do not. In general, career center staff and faculty members have relatively few opportunities to visit employer work sites to see firsthand the types of experiences that their students are getting. By inviting them to your site, you will build a better working relationship with these groups, which can lead to more student referrals, enhanced campus visibility, and increased flexibility on their parts when your business needs dictate it.

BEST PRACTICE #10: HOLD NEW-HIRE PANELS.

New-hire panels are one of the best ways to showcase an organization to interns as a great place to work. These are panels of five or six people who were hired as new grads within the last three years. They act as panelists in a meeting of interns, giving a brief summary of their background and then answering questions from the intern audience. Your interns get insight about your organization from your new hires—people who they perceive are like themselves and who they consequently view as credible sources of information.

In these meetings, often interns consistently bring up the same topics: Why did you choose this employer over others? What was your first year like? How is being a full-time employee here different from being an intern? Do you recommend getting a graduate degree? In the same field, or an M.B.A.? Is it better to go straight to graduate school after the bachelor’s or better to work a while? It is also fairly consistent that the new hires will offer other types of advice to your interns, such as how to handle finances

those first couple of years out of school. (Their typical advice: Do not run right out and buy a new car, and, start contributing the maximum to your savings plan as soon as you are allowed.)

Staff should attend these sessions, but should remain unobtrusive, staying in the back of the room so as not to stifle the conversation. By being there, you stay aware of what is on the minds of your target group, and you can answer any detailed questions that may come up, such as those related to benefits.

BEST PRACTICE #11: BRING IN SPEAKERS FROM YOUR COMPANY’S EXECUTIVE RANKS.

One of the greatest advantages to students in having internships is the access they get to accomplished professionals in their field. Consequently, speakers from the executive ranks are very popular with students—it is a great career development and role modeling experience for interns. Having a CEO speak is especially impressive. Best scenario: Your CEO speaker is personable, willing to answer questions, and willing and able to spend a little informal time with the students after speaking—your interns will be quite impressed. For you, having your executives speak to interns is another way to “sell” your organization to the interns, and get your executives invested in (and supporting) your program.

BEST PRACTICE #12: OFFER TRAINING/ENCOURAGE OUTSIDE CLASSES.

Providing students with access to in-house training—both in work-skills-related areas, such as a computer language, and in general skills areas, such as time management—is a tangible way to show students you are interested in their development. If you do not have the resources to provide in-house training on relevant subject matter, consider sending your interns to outside classes or online resources. Additionally, connecting with other employers with summer interns is a way to provide training to larger groups of interns at once, which allows for economies of scale in the training model and networking opportunities for interns at different organizations. **See page 26 for more information on multi-employer trainings.**

BEST PRACTICE #13: CONDUCT FOCUS GROUPS/SURVEYS.

Conducting focus groups and feedback surveys with these representatives of your target group is a great way to see your organization as the students see it. Focus groups in particular can yield information about what your competitors are doing that students find appealing. Your local college campuses, UAA and APU, can help you to set these up.

BEST PRACTICE #14: SHOWCASE INTERN WORK THROUGH PRESENTATIONS/EXPOSITIONS.

Students work very hard at completing their work and are generally proud of their accomplishments. Setting up a venue for them to do presentations (formal presentations or in a fair-type setting such as an expo) not only allows them to demonstrate their achievements, but also showcases the internship program to all

employees. However, in most circumstances, it is best to have the intern present their accomplishments at the end of the year to your organization's staff. Interns are more likely to be comfortable presenting in front of coworkers and often the work they will be presenting will most likely only be relevant to the employees of your organization. Additionally, having a higher-level leader like a CEO in room for the presentation shows that their work has been valued and gives the intern an important opportunity to demonstrate their value to your organization's leadership. **See page 28 for more information on intern showcases in Anchorage.**

BEST PRACTICE #15: CONDUCT EXIT INTERVIEWS.

Whether face-to-face or over the telephone, a real-time exit interview is an excellent way to gather feedback on the student's experience and to assess their interest in coming back. Having the students fill out an exit survey and bring it to the interview gives some structure to the conversation. Additionally, it is recommended to have an exit interview performed by a third party and not the intern's manager. With a neutral party, the intern will be more likely to provide important criticism about their experience with your organization. This information will be highly valuable for if you wish to improve your organization's internship program.

Courtesy of the National Association of Colleges and Employers

(<http://www.nacweb.org>). Note that this section has been edited and expanded for quality and relevance to organizations in Anchorage.

RECRUITING

No institution of higher education administers internship for credit programs the same way, so a procedure that applies to one institution may be completely different at another. In this section we discuss how to recruit and hire student interns generally. For institutional specific information, including contacts who can help you with internship questions, go to the section entitled Recruitment Destinations in the Appendices.

APPOINT AN INTERNSHIP MANAGER/SUPERVISOR

As a best practice, appoint a dedicated internship supervisor for your intern program. We recommend each intern has at least one point-person in your organization to sign documentation, ask questions, provide feedback and general support during their internship experience. An evaluation which directly correlates to an internship job description and learning outcomes can be particularly helpful for both assessing the intern's knowledge and skills, but also to gauge the extent to which the student is academically benefiting from the experience. An example of an internship evaluation form from the Society for Human Resource Management (SHRM) can be found [here](#).

INTERNSHIP JOB DESCRIPTIONS

Interns should be doing work related to their major that is challenging and recognized by the organization as valuable, and which fills the entire work term. Internships have a beginning and end date, and are generally between 10 to 15 weeks in length. Develop a set of job duties that will help your team and the student gain insight not only to your company and office culture, but also into the larger industry. Consider infusing the job description with opportunities for your team to interact with the intern in group settings (like attending staff meetings and participating in group projects). This will help your team interact with, evaluate and identify interns that are a good fit for your organization as a future employee. The job description is the foundation of the students' academic learning agreement (especially in the case of college and university students) and will likely be reviewed and/or approved by faculty to ensure job duties are aligned with student learning outcomes.

INTERNSHIP INTERVIEWS

The way employers select candidates and conduct interviews has changed with new technology. Video conferencing technologies like Skype are more frequently being used to conduct internship interviews, especially in long distance situations. Conduct internship interviews as you would for any other position within your organization, adhering to your own human resource policies, state and federal employment laws.

The degree to which colleges and universities assist employers with facilitating job interview varies depending on campus resources. Some colleges have on-campus Interview programs and will help employers book and schedule rooms for campus-based interview, which can be very convenient for students. Other campuses will leave this task entirely to employers. Use the contact information below and in the appendix to find out what individual colleges in Alaska offer.

***Pro-Tip:** The best way to find the widest pool of intern applicants is to hold Information Sessions on campus, and conduct interviews, where possible, on campus as well. Making your company as visible as possible to students and potential applicants will allow you to broaden your hiring base.

INTERNSHIPS AND THE LAW

Wages, Paid or Unpaid internships: On January 5, 2018, the Department of Labor adopted a "primary-beneficiary test" for determining whether interns are employees. The school of thought goes like this: if an intern is an employee they should be paid at least minimum wage as set forth by the Federal and State authorities. See Appendix for DOL Fact Sheet #71. Learn more

<https://www.dol.gov/whd/regs/compliance/whdfs71.pdf>

Read more about this update/change, from the [Society for Human Resource Management website](#).

If you want to determine if you should pay an intern, it is safest to consult an attorney who specializes in workplace issues.

Nondiscrimination, Title IX, Colleges and University: When creating an internship program, it is important to understand that your organization may be viewed as a third-party provider and could be held accountable for complying with federal, state, and institutional laws and policies. Depending on the institutions' procedures and policies, notification, indemnification and liability requirements will likely vary.

Employment and Application Questions: Internship applicant should be asked questions that are job-related and in a manner, that is consistent with nondiscrimination and Equal Employment Opportunity Commission (EEOC) law. You can find a more detailed refresher on the topic here: [Guidelines on Interview and Employment Application Questions](#), Society for Human Resource Mgmt.

These are examples of illegal and legal interview questions adapted from [Illegal Interview Questions](#), Yale Office of Career Strategies:

Work/Visa Status and Citizenship

- Illegal: Are you a US Citizen? What's your native language?
- Legal: Are you authorized to work in the U.S.? What languages do you speak (if relevant to position)?

Martial/Family Status

- Illegal: Are you married? Do you have kids? Are planning to have children soon?
- Legal: Are you willing and able to put in the amount of overtime or travel that this position requires?

Age

- Illegal: How old are you? How long have you been working?

- Legal: Are you at least 18 years of age?

Disability Status

- Illegal: Do you have any disabilities or medical conditions? How is your health? Do you have any mental illness or substance abuse issues?
- Legal: Are you able to perform this job with or without reasonable accommodation?

Religion

- Illegal: What is your religion? Are you practicing?
- Legal: Can you work on weekends (if the position requires it)?

Arrest Record

- Illegal: Have you been arrested?
- Legal: Have you ever been convicted of any crime other than a traffic violation?

INTERNSHIPS AND INDIVIDUALS WITH PHYSICAL AND/OR MENTAL DISABILITIES

In a survey completed by the University of Massachusetts, 92% of respondents viewed employers who actively pursued hiring people with disabilities more favorably than those that did not. Fortunately, there are a variety of resources and organizations that help and incentivize employers to find and hire individuals with physical and/or mental disabilities. The [Department of Labor Workforce Recruitment Program](#) and the DoL Disability Employment Policy are important resources to consider when hiring these individuals. Additionally, [the National Business and Disability Council](#) is an additional resource for rules and best practices when hiring an individual with a disability.

INTERNSHIPS AND INTERNATIONAL STUDENTS

International students studying in the US are generally able to earn credit for internship experiences. However, before they start working the student will need to contact the appropriate college official(s) and gain official permission to work off campus. Colleges who enroll International students are required to designate a school official to manage their Student and Exchange Visitor Program (SEVP) and are usually housed in an International Student Services program. International students will need to work closely with the appropriate SEVP representative to ensure they understand how to maintain their student visa status as they earn a college degree and during an internship experiences. More information can be found at the U.S. Department of State's [website](#) and under the Recruitment Destinations UAA section in the Appendices of this document.

Case Study: First Alaskans Institute

Are you interested in recruiting interns for the summer, but you're not sure where to start, or whether you have the resources internally to devote to intern recruitment? First Alaskans Institute offers a summer internship program that all employers in Anchorage can take part in. FAI recruits, screens and interviews intern candidates and then places them with partner employers all across the state for 10-week, paid internships. The size of your organization will determine how much of the intern's salary you are responsible for during that time. FAI also conducts training sessions for all of its interns throughout the summer internship, bringing the entire cohort together to share experiences and learn from each other. Learn more at www.firstalaskans.org

INTERNSHIP TIMING AND THE RECRUITMENT SEASON

Internships for credit are generally tied to a university's academic cycle. These cycles will vary depending on the college your intern attends, but generally universities run on either a semester or quarter calendar. For example, the UA system (UAA, UAF, & UAS) has a 3-semester academic year: fall semester (starts late August), spring semester (starts after the Martin Luther King Jr. holiday) and summer semester (starts mid-May). Although students could start an internship a few weeks into a semester, their ability to complete the internship by the end of the semester may impact grades. Aligning your recruitment seasons with the academic year will help students meet deadlines and improve your application numbers. For example, if you are hiring for a summer position consider posting the position in the winter and clearly advertise the job as a "summer" internship.

MARKETING INTERNSHIPS

Although some small institutions, and some programs, like K-12 teacher programs still may "place" students into a practicum or clinical position, by far most institutions have moved away from the "placement" model and into the "electronic job board" model. This means you will need to market and advertise your internship to the college and university community and you may need to create an account on a third party "Job Board" platform to post positions. Your internship program is the foundation for diversifying your recruiting and hiring efforts so consider using your network and contacts to find a variety of marketing avenues to identify a rich and diverse set of candidates. Here are some marketing tips:

- **Get to know the Campus Career Center.** Most colleges and universities have a career center on their campus, or at minimum career advisor. These people are charged with advising students and posting employment and internship opportunities that enhance the career development and eventual first destination employment for students.
- **Post your internship on your company website.** Job seekers expect to find your internship position on your organization's website. Be sure a link to your

internship position, with the job description, application requirements and deadline, is easy to find your website.

- **Post your internship on campus.** As noted above, most colleges and university have moved to an electronic job board model, and use Career Management platforms (like Handshake, Simplicity, Tenlegs, etc.) to post jobs, manage university career events, career advising, and general student communication. UAA uses Handshake and employers may create their free account at this [link](#). In addition to connecting with the University of Alaska Anchorage, this system also allows employers to connect with hundreds of other universities in the lower 48.
- **Participate in college/university career fairs and events.** Most colleges and universities host career fairs on their campus. Contact the campus career office for more information on how you can participate. Bring your business cards, and a handout(s) with your internship job description, application requirements and deadline information for your internship position(s).
- **Use your networks (including social media) and ask for referrals.** Your business network is a great place to start getting the word out for your new intern position; ask your network for referrals. Do not forget to mention your position to your connections on LinkedIn, Facebook and other social media outlets.
- **Create an internship Flyer.** An electronic flyer (PDF) with hyperlinks that includes your company/organization name and/or logo, job title, a brief description of the job duties, application deadline, contact information for questions, and application instructions can increase applications. Be prepared to share your flyer with your regular and social media contacts, and your college/university career office to broaden your reach.

More information can be found on how to conduct campus outreach in the Recruitment Destinations sections in the Appendices of this document.

MANAGING INTERNS

OVERVIEW

While managing interns can be time consuming and challenging, it can also be extremely rewarding for managers, interns, and host organizations. Interns often bring fresh perspectives, creative solutions, and innovative ideas. When making the decision to host an intern, it is important to ensure that management staff have the capacity to take on the responsibilities that come with managing interns.

Case Study: GCI

Though often thought of as the phone and cable company, GCI is also a cutting edge technology company. As one of the largest employers in the state, GCI is committed to growing its own workforce. Internships run the gamut from retail operations, marketing, accounting, IT, engineering, tech support, finance, software development, and many other departments. Mentor Managers serve as the day to day supervisor of the intern, offering guidance and insights on projects, GCI culture, how they began their career, introductions to other managers and staff, inclusion in department and company meetings and mentorship. Interns are brought in as employees so they have the complete application and interviewing experience as well as new employee orientation. Interns can reapply for the next cohort and continue in the program the following term, as space permits.

TRAINING YOUR STAFF TO SUPERVISE & MENTOR INTERNS

A productive internship requires supportive and engaged managers. Some managers might be interested in supervising interns, but don't know where to start. Others might need a refresher in management techniques. Make sure your intern is receiving adequate feedback and support from your team; providing a boring, unproductive or toxic work experience for your intern will reflect poorly on your entire company. First have your staff whom manage or work closely with interns read this guidebook and other resources on managing an internship program. Second, before the internship begins, your team should meet to decide:

- The goals of the internship
- Who the intern reports to and who is authorized to assign work to the intern
- What meetings the intern should be included in (e.g. weekly staff meeting, board meeting, project team meetings etc.)
- Set up a schedule for check-ins and evaluation, both for the intern and for the intern to provide feedback to you

If your staff require further training on supervision or mentorship, here are some resources:

- Lynda.com (access via Library website): What is a great mentor, From Being a Good Mentor by Ellen Ensher
- From the Balance (About.com's business resources):
<https://www.thebalance.com/hr-leadership-strategy-4073603>

BEST PRACTICES FOR INTERN MANAGEMENT

1. Set clear expectations for interns and managers.
2. Provide manager training and tools for managing interns.
3. Have a clear work plan with measurable objectives in place for all interns.
 - a. Give interns meaningful projects that benefit the intern's work experience and the organization's goals.

- b. Ensure interns understand the work they are doing and how it connects to the bigger picture goals of the organization.
 - c. Set up a timeline at the beginning of the internship so interns know the deadlines they will be working with and the projects or training they must complete
4. Ensure interns understand the chain of command and know who to contact when their manager is out of the office. Ensure interns always have someone available to them for questions and guidance during their internship.
 5. Have regular communications and check-ins with both managers and interns. Ensure interns have enough work, are being challenged and receiving real-time feedback from managers. Ensure managers are happy with the intern's work product and professionalism.
 6. Provide training on professionalism in the workplace. Ensure interns know what is expected of them and what the office culture norms are e.g. jeans are/are not acceptable.
 7. Conduct evaluations from the intern and manager perspectives upon completion of internships. Gather and consolidate this feedback and use it for improvements in the future.

TRAINING

The primary goal of any internship is for the intern to *learn*: both about your organization in specifically as well as to acquire the general skills necessary to function effectively in the field at large. When organizations “use” students simply to perform grunt work, they are robbed of the opportunity to develop their knowledge and abilities. In short, a program without *meaningful* work is rendered *meaningless* to the intern - and possibly to the organization as well.

A successful internship program is one that teaches and provides plenty of hands on experience within the field the intern is hired to work in. In a successful internship there is plenty of communication, mutual respect between both parties, and an eagerness to go above and beyond to complete tasks. The best tasks to assign to an intern start off easy and gradually get more challenging with each step. This will allow them to utilize their skill sets and what they have learned both in school and on the job.

TECHNICAL SKILLS TRAINING

In the modern workplace, there are a variety of tools and products staff use to accomplish tasks, organize workflow, and communicate with team members. These can range from standard business tools like Microsoft Excel and company-specific databases, to cloud-based organizational products. Your intern needs a strong grasp of these tools, so they can do their job effectively and leave your organization with lasting skills.

Likely there is not enough time to give an all-day crash-course on Microsoft Excel to your intern. However, organizations can take advantage of a variety of high-quality and free learning tools. These trainings can also be a productive use of time for your intern, especially during down time between major projects. (Multi-employer training sessions are also an option: see below).

The Anchorage Public Library system allows for library card holders to access a variety of free professional learning tools. For instance, a subscription to Lynda.com (a service of LinkedIn with over 6,000 professional skills courses) normally costs \$20/month, but with a library card you can access online tutorials like Excel 101 and time management all for free. In order for your intern to take advantage of these free public resources, your intern must register for a library card through www.AnchorageLibrary.org.

Here are other free learning tools:

- www.edx.org - EdX is a nonprofit that provides free education for people around the globe. Most courses are free, but users can also pay to receive a certificate of completion.
- www.khanacademy.org - Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom
- www.thoughtco.com - A for-profit offshoot of About.com with an array of how-to articles and links to resources.

Here are specific resources for the technical skills required for most internships:

- **Microsoft Suite: Word, Office, Excel, Powerpoint**
 - Go right to the source with Microsoft 365's Training Center: <https://support.office.com/en-us/office-training-center>
 - Thought.co's Office resources: <https://www.thoughtco.com/office-software-4133451>
 - Lynda.com (access via Library website): Excel 2016: Avoiding Common Mistakes, Creating Reports in Word 2016 or Office 365 New Features

- **Graphic Design**

Many internships require an element of graphic design; even a final progress report or presentation needs to look polished and professional. Give your eyes a break and make sure your intern has some basic design skills. Canva is a free tool that comes with thousands of templates for most publication types and Prezi is a great way to pep-up a slide show presentation.

- Canva design courses: <https://www.canva.com/learn/design-courses/>
- Canva color picker tool: <https://www.canva.com/colors/>
- Lynda.com (access via Library website): InDesign CC2018 Essential Training with David Blatner, Illustrator CC2018 Essential Training with Tony Harmer, Graphic Design Foundations: Layout and Composition with Sean Adams.
- Inspiration for a Prezi design: <https://prezi.com/gallery/>

- **Social Media for Organizations**

Social media marketing and management is an increasingly important skill for entrants to the workforce. Perhaps you already have a social media presence, or would like to start one. This is a great opportunity for interns to participate in projects that advance the organization and help them build relevant skills, or improve their existing skill set. Below are several resources for learning how to develop social media presence and skills.

- <http://www.techsoupforlibraries.org/events/getting-started-with-social-media-for-your-library>
- <http://www.techsoupforlibraries.org/events/social-media-analytics-what-to-measure-and-why>
- <http://www.techsoupforlibraries.org/events/going-deeper-with-social-media>

- **Project Management Tools**

If you don't already use an online project management tool, you may want to consider using one to assign projects and manage your intern's progress. They are also particularly useful if multiple staff assign projects to one intern or if your intern is part of a group project. Most of these are free up to a certain number of users.

- MeisterTask tutorials: <https://support.meistertask.com/hc/en-us/categories/200437931-Using-MeisterTask>
- Asana blog: <https://asanatraining.com/blog/>
- Trello blog: <https://blog.trello.com/>

- **Cloud Sharing Tools**

If you need to share documents with your intern and they don't have access to your company's server system, you can set up a free account with Google Drive or Dropbox to exchange and collaborate on documents.

- Google Drive: <https://gsuite.google.com/learning-center/products/drive/get-started/>
- Drop Box Help Center: <https://www.dropbox.com/help>

CORE EMPLOYABILITY SKILLS TRAINING

One of the most valuable aspects of an internship is the opportunity to meet professionals currently working in the field a student hopes to enter after college. Often the connections made in an internship can lead to important lifelong professional relationships and career opportunities. Since networking is considered to be the best job search strategy, the chance to meet professionals both in and outside of the organization is crucial for students as they begin their job search closer to graduation. This document provides a list of helpful recommendations for professional etiquette that will prepare interns for networking as well as appropriate behavior in the workplace in the Appendices section. See Core Employability Skills Training in the Appendices section of this document

EXPERIENTIAL LEARNING OPPORTUNITIES

- **Shadowing**

Teaming an intern with a good mentor within the company is crucial for the intern to learn about the organization's culture and what it takes to be successful on the job. A mentor can not only help the intern to more competitive for any future positions with the organization, but a mentor can also ease the intern's transition from student to employee. Shadowing does not have to be isolated to one employee: if interns can shadow multiple employees in different departments or working on different projects, they will get a better sense for the operational whole of the organization.

- **Attending meetings**

A critical component in making the intern's experience meaningful is to ensure the intern feels included in your organization. It is therefore important to recognize to what extent the organization includes the intern in employee meetings, discussions and activities. Aside from assigning challenging projects with educational value, inviting interns to meetings and other activities—as participants or observers—is an enticing prospect for most interns. Additionally, this exposes them to more situations in which they can observe supervisor behavior and interactions. It makes them feel part of the team. In the end, an intern who was treated like an “insider” is much more likely to accept a job offer or to speak favorably about a company to their peers, and will likely contribute more during their time as an intern.

INTERNSHIP TIMELINE

Successful internship programs focus on creating the most positive and enriching experience possible for the program's participants. Developing a timeline for your internship enables not only your program's participants to manage expectations but will prepare managers to keep interns on track throughout the program.

The following is an example of a summer internship timeline similar to the First Alaskans Institute's successful program.

- **Create or Edit Internship Application: December (or at least five months before internship start date)**
 - It is important to complete and post your application as early as possible. This will allow your organization to have more time for promoting your internship and recruiting the best possible candidate. This is the time to incorporate feedback and lessons from previous years into your application and internship description.
- **Circulate Intern Application: January**
 - Not only are students competing for the best internships, organizations are competing for the best candidates as well. As most application periods for internship programs open by the beginning of the year, your organization should start accepting applications as early as possible. As a result, motivated and therefore more competitive applicants will begin searching for summer opportunities early in the year. Having your application open earlier and longer will enable your organization a better chance of capturing a diverse pool of qualified applicants.
- **Contact University and other recruitment bases: January**
 - As the application is now publicly available, your organization can now apply the best practices found in the recruitment section to build a strong partnership with Anchorage's local universities, schools and other recruitment targets.
- **Establish and Refine Summer Internship Timeline: January/February**
 - This is the best time to establish the projects that your intern(s) will be working on throughout the summer. Developing a plan for the intern's projects allows the hiring staff to inform potential candidates on what their experience would be like with your organization. Additionally,

having exciting or meaningful projects mentioned in the application itself will help provoke interest in your organization's internship program.

- **Intern Application Due Date: early to mid-March**
- **Review Applications: mid-March**
- **Interviews: mid to late-March**
- **Final Selection of Interns: By the end of March**
- **Contact Selected Intern(s): Early April**
 - The process of contacting applicants may be lengthier than expected. The summer internship season can be very competitive and often potential interns may turn down offers for others that better align with their interests. This is especially true if your internship is unpaid; often an applicant may select another internship or summer job with salary opportunities.
- **Schedule Intern Orientation and Trainings: Mid-April**
 - Scheduling orientations and trainings early will give staff time to prepare for your intern's arrival. See "Multi-Employer Intern Events" section for more information.
- **Internship Begins: Early to Mid-June**
 - While the starting date and timeframe is flexible, summer internships traditionally last for 10 weeks. If you are recruiting from the UA system, starting in June gives the student some time off to prepare for their internship. Additionally, starting later will give more students the opportunity to participate in your internship program. Schedules for colleges vary greatly between universities, with many ending their spring semesters much later than the UA system. Beginning later and maintaining a degree of flexibility about starting dates will give more out of state students the opportunity to participate in your program.
- **Internship Orientation and Training: first week of internship**
 - An orientation is often the best way to get an intern acquainted with your organization. A successful orientation clearly explains rules for conduct in the workplace, professional expectations, and gives an opportunity for the intern to meet staff. With the basics out of the way, it is best to begin with trainings on any programs or systems that are necessary for the intern to complete their responsibilities with your

organization. Keep the intern busy but ensure that you are not overwhelming them with information or difficult work early in the program.

- **Intern Meet Staff and Organizational Executives: first week of internship**
 - Give the intern an opportunity to meet and familiarize themselves with any staff member they will be working with throughout the summer. If your organization's smaller, you could engage the intern in a more social setting like taking them out to lunch or coffee. This is also an important opportunity for your intern to meet your organization's leadership. This demonstrates their value to your organization and can help to keep them motivated throughout the summer.
- **Begin First Major Project: second or third week of Internship**
 - Depending on how much training is necessary for your internship program, interns should be ready to begin projects by the second week of the internship. It is best to start with smaller projects and not to throw the intern into their capstone or long-term project too early. The more intense their work schedule is at the beginning of the internship, the more likely they will burnout and underperform later.
- **Establish Capstone Project and Begin Work: by end of fourth week**
 - By this point they should be familiar with all the tools necessary to begin work on a long-term project.
- **Capstone Project is Due: by end of ninth week**
 - The final due date will depend on the project they are working on. It is important however to establish a firm final due date for their project. This will help not only the intern to manage their time but the manager to keep the intern focused and accountable.
- **Intern Presents Final Project to Staff: during final week**
 - Even if your internship program does not have a final project, allowing the intern an opportunity to give a presentation to your organization's staff reinforces their value in the workplace. This enables the intern to leave with a sense of accomplishment and build important presentation skills. Additionally having your organization's leadership present for the presentation additionally reinforces the intern's value to your organization.

- **Exit Interview and End of Internship: end of tenth week (or later)**
 - It has been 10 weeks and it is time for your internship to end. Again, performing an exit interview provides valuable information that can be used to improve the quality of your internship program. Additionally, this process can be used to gauge how much the intern has learned in their time with your organization and how interested they would be in returning as an employee if the opportunity presented itself.

INTERN PROJECTS

WHAT CAN AN INTERN DO?

While interns typically do not have a long history of work experience, college students in particular can be given projects that full-time employees work on, so long as there is adequate training and explanation of the goals and methods of the project. Make every effort possible to treat an intern as you would an entry-level employee, and not as simply a grunt laborer. Jokes abound about interns making coffee or picking up dry cleaning, but these are inappropriate uses of a student's time, when they are there to acquire new skills and learn about your organization. These interns are the future workforce of Anchorage – train them the way you would train a full-time employee, because that's what they will soon be!

HOW MUCH HELP DO THEY NEED?

Most interns should be expected to have basic fluency with Microsoft Office Suite, to be able to read, write and copy-edit documents, but the rest of their technical skills will depend on their academic program. Your training sessions should be tailored toward what your interns already know and what you believe they need to know to be successful. In the first few weeks, interns should have opportunities to work closely with other employees (either their supervisor or other interns) so that they can be learning from the best practices of others. It is ill-advised to take on an intern and then leave them "to their own devices" to try to figure out what their job is. By week three or four, an intern should be adequately self-sufficient that they can work on projects large and small while they are at the office, with minimal check-ins. Nevertheless, interns are students and they are there to learn. They will have questions, run into stumbling blocks, and make mistakes. Your intern manager or supervisor should be checking in with them several times a day to ensure they understand the project to which they are assigned, are making sufficient progress, and are not feeling isolated.

Hands on learning is the most effective type of learning. Helping an intern by sitting with them as they run a database analysis, write a project assessment, or develop a new

design concept, can help them to think out loud and hear immediately from you about your expectations for them. As much as possible, allow time to work next to interns and observe them when they begin a project.

HOW BIG (OR SMALL) SHOULD INTERN PROJECTS BE?

Intern projects can be anything! The most important thing about intern projects is there must be a component of learning or skill development. What should this intern be able to do at the end of the internship that they couldn't do before? What projects will give them a view into how your company operates, and what a full-time job there is like?

Below is a sample list of intern projects and approximate hours that they should be given to complete them:

- Review and copy edit an internal report (2 hours, minimum)
- Collate customer data and create trend graphs (8 hours)
- Research national trends in industry or products; develop report or presentation (40 hours)
- Write a company blog post (8 hours)
- Design social media strategy and timeline for new company product / campaign (40 hours)
- Review external reports and provide summaries for top executives (2 hours per report)
- Prepare cost / benefit analysis of two competing project ideas (20 hours)

Remember that in all of these cases, a supervisor or senior intern will need to review work product before it goes to higher level employees in the company. Feedback on what changes need to be made (and why) should be delivered immediately, so that each project an intern completes affords them a learning opportunity and they can get better the next time. None of these are examples of projects where an intern should be left alone from start to finish. Regular check-in meetings are essential to ensure the intern is on the right track. Remember: this is likely their first job! Things that seem obvious and intuitive to a mid-career professional may not be apparent to an intern. Be patient.

Case Study: Pango Technology, Inc.

At Pango Technology, interns are assigned to the same client projects as full-time employees. Interns are recruited directly from UAA, either through recommendation from faculty or recruiting events within relevant departments. For the duration of their internships, they are part of a team, and jump right into the client meetings, brainstorming workshops, and programming projects as everyone else. This gives interns exposure to fellow staff, to clients, and to the type of work they'd be expected to do if offered a position at the end of the internship – which a significant percentage are.

HOW DO YOU PICK A GOOD CAPSTONE PROJECT?

A good capstone project will depend entirely on the industry. For example, a software development company might offer an intern the opportunity to create a new program based on client needs, or help to update software programs going out to the public. A marketing or advertising agency might provide an intern with a small design or media project for a client, and give them an opportunity to present on it to that client. Ultimately, you will know best what makes a great capstone, but here are some elements that good projects should contain:

- **Research:** no matter the degree program, all university students should be learning how to effectively conduct research. Starting from the simplest Google search, to the most in-depth analysis of academic journals or primary research through surveys and customer engagement, these are skills that all professionals need in the information economy. Try to find a project that starts with opportunities for research.
- **Writing:** another skill that is essential in today's global economy, students and interns should be asked to write as much as possible. A written final product is a good way to ensure that the capstone project you are assigning will have significant value in this regard.
- **Data analysis:** not all companies have a need for data analytics, but it is an important skill – even for liberal arts majors! This can be as simple as looking through survey data, or as complicated as managing SQL data sets to find strong correlations in product performance. Wherever you can help your intern find data analytics opportunities, you are not only helping your organization to get access to robust information, but helping your intern to develop professionally.
- **Presentation:** there is no profession where competent public speaking is not an asset. In most fields, it's a requirement to move up. Your intern's capstone project should culminate with a presentation, even if it is just to fellow interns and the intern supervisor. If they are afforded a chance to present to higher level executives, and to get feedback from them, that is ideal. Everyone can improve their public speaking skills, but practice is the only way to get there – especially if honest and constructive feedback follows. **See below for information about Anchorage Internship Day on August 1st and opportunities for interns to present to larger audiences.**

MULTI-EMPLOYER INTERN EVENTS

TRAINING

If you are a smaller company or organization, it is likely you do not have the resources to provide your interns with comprehensive technical or soft skills training. However, by teaming up with other organizations, in your sector or across other sectors, you can bring interns together for training opportunities that allow for cost-sharing and valuable networking. The Anchorage Employer Internship Network, sponsored by the Anchorage Economic Development Corporation, can help to facilitate multi-employer trainings throughout the summer, by connecting your organization with others that cannot devote the staff time or financial resources for training programs for only one or two interns.

Many local organizations have robust training throughout the summer for their interns, and are willing to partner with other intern hosts to ensure that all interns have access to great training opportunities. Below are some examples of trainings that are beneficial for most students, as they prepare to enter their full-time careers. Remember that time spent training an intern is time that you save on training if you convert that intern to a full-time hire.

- Basic Excel database management and data analytics (full-day)
- Public speaking and presentation skills (half-day to full-day)
- Canva and Photoshop design skills (full-day)
- Communication in the digital age (half-day)
- Board meetings and management (half-day)
- Social media management (half-day)
- Project management (full-day)
- ANCSA and Alaska Native Corporations (full-day)

Of course, training opportunities are not limited to those listed above. Get in touch with AEDC to ensure that you are aware of upcoming multi-employer training events or to suggest events that would be beneficial for your interns and your organization.

SOCIAL EVENTS

Wouldn't it be great if interns in Anchorage had an opportunity to meet each other, not just those that they are working with all summer? One of the biggest reasons why employers offer internships is to recruit potential full-time hires, which means that part of the internship process means "selling" the company, and Anchorage, to your intern.

Students and young professionals are regularly looking for social opportunities to engage with other young people. Through the AEDC Employer Internship Network, you can set your interns up with social opportunities throughout the summer to meet other

interns, learn more about working in Anchorage, and enjoy the city. Below is a non-exhaustive list of social opportunities that the EIN hopes to provide this summer, with enough support from intern host organizations:

- Volunteer days with local non-profits
- “Intern Nights” at restaurants, movie theaters, baseball games, or other destinations
- Discount card for interns on products, services, and destinations in town
- Physical activity outings, e.g. Alaska Rock Gym, bike rides
- Sports groups, e.g. summer softball league for interns

ANCHORAGE INTERNSHIP DAY: AUGUST 1ST, 2018

This summer, Anchorage employers and the Municipality will be recognizing August 1st as “Anchorage Internship Day.” This is an opportunity to bring intern together from around the city and to discuss internship experiences, learn from other company’s internship programs, and network.

In addition, through the Employer Internship Network, employers are encouraged to select internship projects that can be presented to the full Anchorage intern cohort. See above for capstone project ideas – Internship Day is a great place to showcase the interesting projects that your interns conducted over the summer, and allow them a wider audience to practice their public speaking and presentation skills.

APPENDIX A:

U.S. DEPARTMENT OF LABOR FACT SHEET #71

U.S. Department of Labor

Wage and Hour Division



(Updated January 2018)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

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.² 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.

¹ The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² *E.g., Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue,
NW Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243

[Contact Us](#)

APPENDIX B: RECRUITMENT DESTINATIONS – UNIVERSITY OF ALASKA ANCHORAGE (UAA)

Contact: uaa_career@alaska.edu | (907) 786-4500 **Web:**

www.uaa.alaska.edu/students/career

Location: University Hub (Located in the Student Union) | 2921 Spirit Way, Anchorage, AK 99503

*Currently two academic programs at UAA **require** a credit bearing internship experience for their degree: Construction Management and Global Logistics and Supply Chain Management. Remaining internship experiences are*

driven by the desire of a student to pursue an internship experience and earn credit. The Career Exploration & Services (CES) office on the UAA campus has a unique and well-developed internship program which provides students with the opportunity to take the principles, theories and best practices learned in the classroom and apply them to real-world situations in a structured environment. This office has partnered with the following list of UAA departments to assist and facilitate internships in an effort to streamline the process and maximize resources, and provide a high-quality experience for employers, faculty and students.

CES Internships by Discipline

- Accounting
- Architect and Engineering Technology
- Biology
- Business Administration
 - Management
 - Marketing
 - Finance
 - Economics
 - Property Management
 - MBA, Graduate Internship
- Chemistry
- Computer Information Systems
- Computer Science and Computer Engineering
- Construction Management*
- Geology
- Justice
- Global Logistics and Supply Chain Management*
- Project Management (Engineering)

Internships for credit in other UAA departments outside of the list above do exist, however they are administered directly by faculty in individual departments. If you do not find discipline that aligns with your industry or internship needs above, you may contact the CES office for assistance and they will help identify department contacts.

Credits Earned Example	Hours Worked
1 Credit	75 hours
2 Credits	150 hours
3 Credits	225 hours

UAA INTERNSHIP CREDIT HOURS, WORK HOURS AND ACADEMIC CYCLE

Credit Hours: A single internship experience facilitated through the CES office may be taken for 1 to 3 academic credits per term. The number of credits earned is directly correlated with the number of hours of work reported. The average student earns 3 credits and works 225 hours over the term. Students must meet minimum GPA requirements based on the course catalog and be enrolled in at least 6 credits during the fall or spring semesters.

Work Hours: Internships are on average 10-15 weeks in length. UA students may only count up to 20 hours per week while classes are in session during the fall and spring semesters. During summer and academic breaks interns may count up to 40 hours a week. International students should meet with the UAA International Student Services representative to gain permission to work **prior to starting** their position to ensure they understand how to maintain their student visa status as during an internship experience.

The UAA Academic Calendar: UAA internships are tied to the UA system calendar of 3- semesters per academic year. The CES office accepts internship applications based on internship course enrollment deadlines. These deadlines change annually, but are generally represented in the “General Guide for Applications Deadline” (chart above). Note that the deadline to enroll in an internship is well into each semester, however a best practice is to begin internships early in the term, so the student has plenty of time to complete their hours by the time grades are due. Internship hours not completed by the end of a term (when grades are due) earn an “Incomplete” or a “Deferred” grade. This delay can affect the ability of a student to remain in good academic standing or receive financial aid. If you find your student intern is unable to complete their hours by the end of the semester the student may contact CES staff to assist the students.

MARKETING YOUR INTERNSHIP ON THE UAA CAMPUS

UAA is a large institution with many academic departments, faculty, and students who want to learn about your organization and your employment and internship opportunities. Here are some steps to maximize your on-campus marketing reach:

- 1. Get your free UAA Handshake Account:** In July of 2017 UAA and the CES team launched a new career management system called Handshake. All employers interested in hiring UAA students for full-time positions, internships, part-time or seasonal jobs are guided to use this system. Handshake is free for employers, UAA students and alumni. For recruiters, the system offers an end-to-end platform for sourcing, engaging, and hiring UAA talent. The system allows your team to post internships (and other jobs), filter applicants, schedule interviews, register for career fairs, request information sessions and much more. Here is how to [Get Started With Handshake](#):
 - Create an employer user account at uaa.joinhandshake.com
 - Join your existing company on Handshake, or create a new account
 - Request to connect with the University of Alaska Anchorage
- 2. Post your internship on UAA Handshake:** Once your account is approved your organization will be able to post unlimited jobs on campus. Don't forget to link your position to your own company website and to include an electronic flyer.
- 3. Send Career Exploration & Services your internship flyer:** Email your internship flyer (pdf) to uaa_career@alaska.edu, CES staff will enhance your on-campus marketing efforts by:
 - Posting your internship flyer on 12 bulletin boards around campus
 - Posting your flyer on prominent UAA social media sites
 - Forwarding it to the appropriate academic departments to promote and create interest
 - Encouraging departments to post the flyer on their social media pages
- 4. Participate in UAA Campus Career Events:** The CES office hosts and collaborates on a variety of career related events over the academic year. Participating in career fairs, professional workshops, networking events and other employer related opportunities can enhance student awareness about your organization. You can learn more about upcoming career events on handshake and on:
 - The [Career Exploration & Services events page](#).
 - The [University Career Calendar](#)
- 5. Request an information session:** Employers may request to hold an information session for students on the UAA campus. The CES staff will work with your team

to select a time, and reserve a room location, and advertise your session in a manner that best meets your recruitment needs. Hosting an information session can significantly boost interest and promote your internship and other employment opportunities.

UAA INTERNSHIP INTERVIEWS

Employers may conduct and select candidates on the job site or on the UAA campus. With appropriate notice, employers may contact our office to make arrangements for on-campus interviews. The UAA career office staff works with employers to arrange interview spaces on campus, and assist with scheduling.

UAA CES INTERNSHIP APPLICATION PROCESS

Once your team makes an offer to a UAA student they will need to schedule an internship orientation with the CES office **before** starting the internship. Final internship application steps for the student include:

1. Meet the CES internship coordinator and receive an internship application with instructions (internship orientation meeting).
2. Meet with faculty advisor to:
 - Review internship job description for program alignment and learning outcomes
 - Check for GPA or prerequisite requirements (these vary with programs).
3. Student returns completed application to the CES office.

Once the student returns the completed application, CES staff will create the final Learning Agreement and distributes it using DocuSign. The agreement must be signed by:

- The student intern
- The intern supervisor (employer)
- The faculty
- The CES internship coordinator.

The Learning Agreement addresses the details of the internship as mentioned above, state and federal worksite safety, liability, wage and EEO compliance, Title IX guidelines and resources. Once the learning agreement is returned with all signatures to the career office (via docusign), the internship coordinator will:

4. Open the course registration so the student may register to earn credit.

The intern may start working.

UAA CES INTERNSHIP EVALUATION PROCESS

Over the course of the internship final evaluations and a midway conference call are initiated by the CES office between the UAA Internship Coordinator, the intern, and

intern supervisor. Along with the evaluations and conference call, the intern will complete a technical report, which will be submitted to the faculty advisor for a final grade.

RECRUITMENT DESTINATIONS –UNIVERSITY OF ALASKA SOUTHEAST (UAS)

Contact Deborah Rydman at the UAS Career Services (drrydman@alaska.edu) office for assistance and/or if you are an employer wishing to post an internship or any job announcement. More information can be found at [UAS Website](#).

UAS INTERNSHIP POLICIES

Each department at UAS typically manages its own internships, and requirements can vary from one department to another. Thus, it is important to contact department faculty advisors before creating an internship opportunity. If you have not established a faculty contact at UAS, Career Services can assist you to make the right connections. Internships allow students to earn academic credit towards their degree, as they require the student to be sponsored by a UAS faculty member and to work under the supervision of a qualified professional within the sponsoring agency, organization or business.

UAS INTERNSHIP REQUIREMENTS FOR STUDENTS

Students are required to complete a Special Course Contract that describes what they will learn, the timeline for meeting with their faculty internship supervisor, and the type of final product that demonstrates what they learned. Students are also required to schedule a mid-semester progress report, which can be verbal or written. To qualify for a credit-earning internship, students must:

- Be a declared major in a program of study at UAS;
- Have completed a list of required courses specified by their department;
- Have met with a faculty advisor or sponsor;
- Be enrolled in a minimum of six credits and have a minimum cumulative 2.0 GPA at the time of application for the internship.
- Establish a schedule to meet monthly with faculty internship sponsor and site supervisor.

UAS INTERNSHIP HOURS

The number of hours a student can work will depend on the number of credits the student is carrying. Number of hours equate to credits, which vary by departments. Students need to complete 50-60 internship hours per credit.

UAS INTERNSHIP DEPARTMENT CONTACTS

For assistance with developing internships for UAS students, contact Career Services at 907-796-6368. If you know which program your internship is best suited for, you may contact a department directly:

School of Arts & Sciences: 907-796-6518

- Biology
- English
- Environmental Science
- Geography
- Marine Biology
- Mathematics
- Social Science

School of Management: 907-796-6402

- Accounting
- Human Resource Management
- Management
- Management Information

Systems

School of Education: 907-796-6076

- Elementary & Secondary Education

Career Education: 907-796-6120

- Automotive/Diesel Technology
- Construction Technology
- Diesel Technology
- Fisheries Technology
- Health Information Management Health Sciences
- Marine Transportation
- Mining

RECRUITMENT DESTINATIONS –ALASKA PACIFIC UNIVERSITY (APU)

Contact Robin Brooks at the APU Career Services office (rbrooks@alaskapacific.edu) to learn more about how internships are managed on the APU campus.

APU INTERNSHIP POLICIES

Each degree at APU features an integrated internship component, and requirements can vary from one academic major to another. It is important to contact APU staff regarding internship opportunities. As internships allow students to earn academic credit towards their degree, they require the student to be sponsored by a APU faculty member and to work under the supervision of a qualified professional within the sponsoring agency, organization or business.

APU INTERNSHIP REQUIREMENTS FOR STUDENTS

Students are required to complete self-directed studies, practica, and senior projects that apply and integrate their classroom learning. Credits awarded are determined in advance in cooperation with the student's faculty advisor, and the number of credits may vary depending on the internship opportunity. Basic requirements include:

- Be a declared major in a program of study at APU;

- Have completed a list of required courses specified by the major;
- Have met with a faculty advisor or sponsor.

APU INTERNSHIP HOURS

The number of hours a student can work will depend on the number of credits the student is carrying. Number of hours equate to credits, which vary by departments. Students need to complete 40-45 internship hours per credit. For a complete listing of majors and degree programs at APU, please visit the [APU Course Catalog](#).

MARKETING YOUR INTERNSHIP ON THE APU CAMPUS

APU is a small, intimate institution with academic departments, faculty and students who want to learn about your organization and your job and internship opportunities. Here are some steps to maximize your on-campus marketing reach:

1. **Send APU Career Services your internship flyer.** Email an internship flyer (pdf) and/or job link to careerservices@alaskapacific.edu, and APU staff can promote it to students by:
 - Posting your internship flyer on bulletin boards around campus
 - Posting your flyer/link on prominent APU social media sites
 - Forwarding it to the appropriate academic units to promote and create interest
 - Requesting that academic units post the flyer on social media pages
2. **Participate in APU Campus Career Events.** The APU Career Services office hosts and collaborates on a variety of career related events during the academic year. Participating in career fairs, professional workshops, networking events and other employer related opportunities can enhance student awareness of your organization. You can learn more about upcoming career events by emailing careerservices@alaskapacific.edu.
3. **Request an information session.** Employers may request to hold an information session for students on the APU campus. The APU Career Services staff will work with your team to select a time, and reserve a room location, and advertise your session in a manner that best meets your recruitment needs. Hosting an information session can significantly boost interest and promote your internship and other employment opportunities.

RECRUITMENT DESTINATIONS - ANCHORAGE SCHOOL DISTRICT

If your organization is considering hiring high school students for internship positions it

is important to understand state and federal child labor law. The Fair Labor Standards Act (FLSA) of 1938, also known as the child labor laws, were enacted to ensure that when young people work, the work is safe and does not jeopardize their health, well-being or educational opportunities. Here are some helpful links to get you started:

- Summary of Alaska child labor law: <http://labor.alaska.gov/lss/childlaw.htm>
- Alaska employment of children brochure:
<http://labor.alaska.gov/lss/forms/pam200.pdf>
- Federal DOL on child labor laws: <https://www.dol.gov/whd/childlabor.htm>

APPENDIX C: CORE EMPLOYABILITY SKILLS TRAINING

This section provides a detailed list of recommendations for professional conduct, public speaking, and networking that will be helpful new professionals in the workplace. Feel free to share this section separately from the rest of this document with your interns or new employees as it can serve as a helpful cheat sheet for new professionals.

- **Email Etiquette**

Much of the modern office work day revolves around the e-mail inbox. Therefore, e-mail etiquette is essential for professionalism, efficiency, and protection from liability. Below are some email etiquette tips for interns:

- Avoid abbreviations, exclamation marks, and emoticons (smiley faces, etc.).
 - Do not forward chain letters, send jokes, or other non-work-related e-mails.
 - Do not use e-mail to discuss confidential information.
 - Use a meaningful subject line.
 - Don't send or forward e-mails containing libelous, defamatory, offensive, racist, or obscene remarks.
 - Be concise and to the point - answer all questions.
 - Use proper spelling, grammar, and punctuation.
 - Answer swiftly.
 - Do not attach unnecessary files.
 - Do not write in capitals (implies shouting).
 - Double check the e-mail before it is sent.
- **Phone Etiquette**
 - The old rule, "Smile When you Dial," still applies. It also applies when answering the phone. Remember: The intern maybe the only contact a person may have with your department, and that first impression will stay with the caller long after the call is completed.
 - Answer promptly (before the third ring).
 - Before picking up the receiver, discontinue any other conversation or activity, such as eating, chewing gum, using the computer, etc.
 - Ensure the intern is trained on the correct way to answer the phone, put callers on hold, and transfer.
 - Ensure the intern is prepared to take accurate notes if they are answering the phone for others.
 - If a caller is rude or impatient, stay calm and always show a willingness to resolve the problem or conflict.

- Empathize with the caller. Their problems and concerns are important.

- **Public speaking**

Often internships require an intern to present a final project or a summary of their experience to their colleagues. While presentations and public speaking in general is commonly intimidating for inexperienced young professionals or students, the opportunity to practice this skill is often one of the most rewarding components for an internship.

If your internship program includes presentations or a public speaking component, these ten tips can help interns to build the confidence they need to deliver a powerful presentation.

- Dress the part: Your choice of attire can either reinforce or detract from your presentation. If you are wearing wrinkled pants, an ill-fitting skirt, or a jacket, your audience will notice, you will feel self-conscious, and the presentation will suffer.
- Be tech savvy: Always keep a portable USB drive with a copy of your presentation on hand in case it fails to load properly (it doesn't hurt to email yourself a copy as well). Remember to charge your laptop or iPad and have the necessary accessories (battery cord, adapters, etc.) on hand. Arrive early to prevent technical disasters.
- The eyes have it: Eye contact impacts a presentation in the same way a handshake can affect a business deal. If you will need reading glasses to refer to your notes, make sure to bring a pair of glasses that compliments your professional style.
- Stand your ground: Position 50% of your weight on one foot and the remaining 50% on the opposite foot. Avoid pacing, leaning and wandering without purpose. Walk with purpose and stay away from the exit door.
- Posture: Exude confidence by holding your shoulders back, chin up, and moving your arms up and out from your waist. When you are not emphasizing a point in your speech, allow your arms to hang comfortably at your side. Practice in front of a mirror or have someone videotape your speech; ask for honest feedback and do not be offended by a candid response.
- Ee-nun-cee-ate: Enunciating can feel uncomfortable at first but reading a newspaper or magazine article aloud is great practice. Finalizing the last

consonant of each word will eliminate misunderstanding and keep your audience's attention. Commonly slurred words include:

- ✓ "Inner-net", Internet
 - ✓ "Goin", Going
 - ✓ "Li-berry", Library
 - ✓ "Ex-specially", Especially
- Project your voice: Imagine you are trying to hit a target at the back of the room with your voice. If you can accomplish that, you have projected enough volume for your entire audience to hear you clearly. Proper posture (as noted above) will allow for adequate airflow and increase the clarity and strength of your voice. The combination of an impactful voice, a conversational tone, and well-prepared content makes for a strong presentation.
 - Body language: If your words are flowing clearly but your hands are clasped to your thighs or swinging wildly, the audience will miss your message. The same confidence coming from your mouth should be present in your body language. Avoiding these saboteurs will help you disguise your nerves:
 - ✓ Paddling – moving your hands below your hips in a circular motion
 - ✓ Slapping or grabbing your thighs or arms
 - ✓ Wringing your hands
 - ✓ Fiddling with jewelry or your hair
 - ✓ Crossing your arms
 - ✓ Clearing your throat
 - ✓ Touching your face or mouth
 - Apology not accepted: Never apologize in advance for your nervousness, as it immediately reduces your credibility. The audience doesn't need to have it announced to them that you are uncomfortable. When in doubt, there is power in a pause. Admitting you briefly lost your train of thought or silently referring to your notes is much more comfortable for both you and your audience than stumbling over disorganized babble. Embrace your anxiety and use it as fuel.
 - A strong close: The closing to your presentation is just as important as the opening. Instead of stumbling to wrap up with an awkward, "Um,

that's all I have to say...any questions?" prepare a solid closing. A memorable quote and brief summary of your key points are both good ideas. Don't forget to encourage last minute questions.

- Preparation is key and putting the necessary time into your presentation will set you up for success

- **Personal branding**

Developing a strong "personal brand" allows an individual to effectively market their skills and personal qualities to potential employers and collaborators. A good first step is to develop and practice "an elevator speech." An elevator speech is a short statement that should attempt to answer some of the following questions: what are your goals? What role do you naturally gravitate towards in a team? Are you quiet or boisterous? Where are you at in school? What are you studying? Do you have a job or internship? What do you do there? What's your goal, and how do you want to accomplish it? What's your personality like? If nothing else, this is going to help you with that first action item: what's your personal brand? Knowing your elevator speech will not only help you make a good first impression, but can help you to develop your personal brand.