

NYU Abu Dhabi Career Development Center Organization Internship Manual



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INTRODUCTION

The NYU Abu Dhabi Career Development Center (CDC) aims to create opportunities for students to enhance their understanding of, and experience in, a variety of occupations and industries. This Organization Internship Manual aims to assist in the creation, implementation, and facilitation of comprehensive internships for our students.

Note: for the purpose of the manual, “organization” is defined as an entity that hosts students as interns.

DEFINING AN INTERNSHIP

The term "internship" is commonly used to describe the following:

A part- or full-time temporary position that has the dual purpose of educating while providing work experience.

In order for a position to qualify as a legitimate internship, the following criteria must be met:

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

Typically, an internship is a position that is held for a predetermined amount of time, such as one semester, one summer, or an academic year (approximately September to May), and will allow an undergraduate or graduate student to learn about a career field or industry while at the same time performing a function for the organization. Internships also provide students with hands-on, practical experience in a field usually related to their major field of study and/or career interests.

The difference between an internship and a part-time position is that part-time jobs are typically held for an indefinite amount of time, there is no understanding between the employee and the organization that the employee will learn about the industry or field — their purpose is solely to perform a function for the organization — and they are paid.

ELIGIBILITY CRITERIA

Student Eligibility

- Students must be at least 18 years old to participate in an internship. If a student is under 18 years of age, the NYUAD dean of students must authorize this exception.



- Students participating in internships are required to:
 - Maintain a GPA of 3.0 or higher
 - Carry a full-time course load
 - Secure NYUAD academic mentor approval and, when applicable, NYUAD advisor approval
- If a student intern leaves her/his position for a break of more than 30 consecutive days at any time, the internship will be terminated. Student interns must reapply for any available positions and, if hired/re-hired, they will be treated as new hires.
- For off-campus internships, students must submit a copy of their offer letter/letter of appointment to the CDC at least three business days prior to commencing internship service.
 - Once the letter is received, the CDC will create a No Objection Letter for the student to present to the organization prior to commencing internship service. The organization is responsible for submitting documentation to the UAE Ministry of Labor.

Internship Eligibility

Internship Responsibilities: Our students look for internship opportunities to provide real world, substantial professional experiences to complement their academic studies. With this in mind, our goal is to connect them with project-oriented, professional and learning experiences that contribute to the professional work of the organization. This can take on many traits depending on the position, site, company and/or industry. Posted internships are evaluated on a case-by-case basis; however, in general terms we do not accept administrative, clerical or non-professional internships (i.e., receptionist, clerk, wait staff). These should be paid part-time positions.

Location: The Career Development Center is required by UAE law to conduct a health and safety check of the internship site for UAE-based internships. Our on-site internship postings (i.e., student works on-site for the employer) must provide a professional and safe office/site at which the student will complete his/her intern hours. Home-office sites are not accepted for postings. Virtual internship postings with professional outcomes are accepted in a limited way. These internships must have strong professional, supervision and project components. The Career Development Center engages in spontaneous site visits with employers hosting NYUAD interns to ensure compliance.

Compensation: Our preference is that all students be compensated for their hard work and dedication to the internship site; however, we welcome both unpaid and paid internship postings. If possible, we encourage you to consider compensating students for travel to and from the internship site. When engaging in an unpaid internship, we encourage you to consider the following guidelines from the [Fair Labor Standards Act](#) in the United States.

Resources: Students should not be expected to provide their own resources, including computers, software, supplies, phone (including paid minutes), etc. The employer should provide a professional space with all the resources the intern will need to be successful. In addition, the employer should provide help with expenses that the student would not incur if not for the internship, including parking, mileage, travel expenses, etc.

Supervision: The intern should be supervised by a professional in the area in which the student is working. The professional should be available on a regular basis and should mentor the student throughout the program to help the student grow and succeed. The supervisor should



meet with the student at the start of the internship to set the expectations, and should meet with the student at the midpoint and end of the program to provide feedback and evaluations.

Work Schedule

A set internship service schedule, subject to approval by the supervisor, will be chosen based on the position's required hours and the student intern's availability. The following regulations should be considered:

- Student interns must not work more than eight hours per day.
- During the academic year, first-year students may work up to 10 hours a week; second-year students may work up to 15 hours a week; and third- and fourth-year students may work up to 20 hours a week.
- A one-hour unpaid lunch break should be scheduled if the student is interning six or more consecutive hours in a day.
- Student interns must be granted one 15-minute rest period for each intern service period of three continuous hours or more (not to exceed two rest periods per day).

Internship Termination

Resignation: Students may resign from their position by submitting their resignation, in writing, no less than two weeks prior to the indicated date of termination.

Involuntary termination: It is required that departments give a two-week warning notice prior to involuntary termination. The written warning will give student interns an opportunity to be aware of and correct specific job deficiencies. A copy of the warning notice should also be sent to the CDC for student internship records. The student's failure to correct the deficiencies outlined in the warning notice will result in termination of internship service.

Student interns may be involuntarily dismissed from an internship position if:

- The student fails to perform in a satisfactory manner
- The student commits a major offense such as theft, misconduct, etc. (note: the two-week notice period will be waived for students who are dismissed under this category)

Stakeholder Responsibilities

The University's Responsibilities

- The University will be responsible for all local internships that are conducted during the regular academic year and summer months. The University and organization agree to schedule the internship to benefit all parties involved.
- The University will provide the organization with copies of current course outlines, course objectives, and a list of faculty and their respective qualifications, when required.
- The University will assist the organization in short-listing student candidates based on clear criteria set by the organization.
- Upon request, the University will identify a professional staff member to visit the internship site to assist in the development and coordination of learning experiences, and share guidance on supervision and performance evaluation.
- The University agrees to advise students of any known policies, procedures, and/or requirements of the project as specified in writing by the organization.



The Organization's Responsibilities

- The organization will adhere to the Career Development Center recruiting policies and guidelines (Appendix H).
- The organization will publicize all internship opportunities to students through the NYUAD Handshake system prior to interviewing or hiring any NYUAD student.
- The organization will provide training, clear guidance, and assistance for student internship programs, policies, and procedures.
- The organization will seek NYUAD approval prior to using NYUAD student on marketing/publicity material.
- During the internship period, the organization agrees to supervise each student for the mutually agreed number of hours and weeks, including overtime periods. The organization agrees to determine the internship schedule in concert with the student's academic commitments/needs.
- The organization reserves the right to modify planned tasks and projects during the internship period, as may be required by changes in circumstances. However, the organization will make every reasonable effort to ensure that the student is placed in a like position and receives access to appropriate retraining and guidance.
- The organization will inform the student of her/his responsibility to address any transportation-, meals-, and/or lodging-related needs pertaining to the internship, if required.
- Should the organization become dissatisfied with the performance of the student, the organization will notify the University before performing necessary disciplinary procedures.
- The organization will respect an internship termination request by the University for any student not complying with University student internship guidelines and procedures, as long as the organization has been notified seven days in advance.

The Student's Responsibilities

- The student will adhere to both the NYUAD student internship policies and procedures, and the organization's internship policies and procedures, for the duration of the internship.
- The student will maintain full-time enrollment necessary for internship service eligibility.
- The student will coordinate work hours with her/his internship supervisor according to the organization's needs and the student's academic coursework needs/demands.
- The student will arrive at the internship site prepared to accomplish assigned projects and tasks — refraining from conducting personal business while at the internship site.
- The student will dress appropriately, in accordance with organization dress code, and abide by the relevant policies and procedures of the organization.
- The student will be punctual, dependable, courteous, and considerate of the organization's employees and other staff.
- The student will resign from the internship position if the demands of the internship impede on their academic success at NYUAD.

PREPARING AN INTERNSHIP PROGRAM

NYUAD requests that all organizations provide resources to form a comprehensive internship program. In order to provide an effective internship, organizations must have:



Time: Organizations must have time to commit to train and provide ongoing supervision of any intern/s. Organizations that cannot commit an appropriate amount of time for their intern's professional development are encouraged to recruit at another time.

Staff: Organizations must have a designated office or individual assigned to train and supervise interns. The organizational staffing structure should provide interns with an individual who will be their main point of contact, and in some cases, their mentor.

Physical Setting: Organizations must provide a workspace — be it a computer station, a lab bench, or a desk with a phone, etc. — appropriate to the tasks/job the student will perform.

NYUAD requests that all organizations consider these additional resources, depending on the individual internship being presented to students:

Benefits/Payment: In order to find the best talent, organizations are encouraged to facilitate market research to understand how they may remain competitive when sourcing new interns. There are some industries that offer benefits such as transportation costs or meal plans.

Recruiting Costs: Organizations may access a breadth of Employer Services from the CDC. If the organization is posting an internship exclusively for NYUAD students, there is no cost. Other recruitment costs may be incurred if the employing organization has a large number of interns they wish to hire.

Special Programs: Some organizations like to recruit students of certain nationalities who will provide them with a more diverse work force. Offering special programs may attract these students. All special programs require approval from the director of the CDC.

NYUAD does not require that students receive academic credit for an internship. If the organization requires this, the CDC will work in partnership with the University's Office of the Provost to determine feasibility.

BENEFITS OF AN INTERNSHIP PROGRAM

Practical Support

Interns can provide support and assistance on projects at all levels, not just on routine administrative tasks. Today's university student has a much higher level of skill and experience in certain areas than university students of the past. Technical skills are a good example. Many university students today have a more extensive knowledge of computer technology than some seasoned professionals. Including an intern with this knowledge on a computer-related project may provide an organization with a fresh perspective, which can help reenergize a project that seems to be losing steam, and increase productivity. Today's interns are eager to use the knowledge they have gained from courses in a practical setting. They want to be challenged and taught new things.

Advertising

Interns are the best form of peer advertising. Students who enjoy their internship experience will return to campus and talk about the organization with peers. They will speak about the learning-based projects they worked on, the money they made (for the organization), the skills they gained, and the connections they made for future employment. In many instances, students even encourage their friends to apply to the organization for internships or career



positions after graduation. Good news travels fast, but bad news travels even faster. If interns have a bad experience at an organization, they will share this information with friends and others they come in contact with. That said, it is crucial to have a well-developed internship program.

Recruitment

Internships provide organizations with an inside look at how a student will perform as an employee. They get to see if the student will be a good fit with the organization and its culture, and they can observe the student's work ethic and productivity. If there is not a good fit after all, less time and money will have been spent on the intern than on an employee in a similar position or career level.

Internships are not only about the organization cultivating a potential employee, however. The student also has exposure to the organization and may assess whether or not it is a positive place to work upon graduation. Internships can be a great promotional tool to get students invested in and committed to the organization instead of finding a position elsewhere.

COMPONENTS OF A SUCCESSFUL INTERNSHIP PROGRAM

What does it mean to have a successful internship program? Are we talking about student success with the program or the organization's success using the program? The answer is both. A well-organized internship program will be a success for both student and organization. For students, a successful internship program provides them with the skills, experience, and connections they will need to make decisions about career goals and to secure a career position upon graduation. For organizations, a successful internship program is one that helps to develop potential new employees, both through conversion of interns to employees, and also from the promotion of the organization by interns to peers who may be looking for positions.

Whether an internship program's purpose is recruitment or simply to find assistance with tasks and learning-based projects, there are certain things it must have to be successful.

An Effective Program Design

A successful internship program has been well thought out and designed with both intern and organization in mind. It should address the needs of the intern who wants to use his/her skills, experience personal development, learn what the real world of work is about, complement classroom learning, and have fun. It should also address the needs of the organization, which wants a good pool of candidates to recruit from, a set of guidelines to follow, and support from management. Organizations should never start hiring interns without having at least some of the following developed: a job description, an intern orientation, a learning agreement, appropriate supervision and mentoring, and evaluations. This manual addresses these in more detail in the section labeled, "Developing an Internship Program Step by Step."

Support for the Program

All employees — ranging from entry-level staff to management — support a successful internship program, and all should strive to leave a positive impression on NYUAD students. If



an organization faces challenges in building support for their organization's internship program, they are encouraged to speak with a member of the CDC.

A Learning Objective

A successful internship program acknowledges and fosters the dual role of interns, which is to work and learn. Organizations are usually very good at providing an intern with plenty of tasks and duties to perform on a daily basis, but sometimes fall short in making sure that he/she is learning about the career field as well. All internship programs should provide students with learning-based projects. These activities are to assist students with enhancing skills that include but are not limited to oral/written communication, creativity, teamwork, problem solving, decision-making, leadership, quantitative reasoning, and technical and commercial awareness.

Additionally, a successful internship program establishes learning objectives for interns that may include such elements as understanding the various types of positions within the organization, how the company operates, and the industry in general; attending staff development workshops or seminars; participating in staff meetings, professional association meetings, and meetings with clients; and other such learning opportunities. Learning objectives should entail specific tasks for interns to perform, even if those tasks are sometimes more routine or administrative in nature. Please refer to the Appendix section of this manual to review an example learning plan.

Exposure to Work Environment

A successful internship program provides interns with work assignments that are not only real and related to their major or career field of interest, as well as challenging and significant, but also achievable in order to foster a sense of accomplishment and confidence. Work assignments should be monitored in order to progressively increase interns' responsibility levels to keep them challenged. Exposure to work environments will also teach students about professionalism. The CDC believes that organizations act as partners in teaching paraprofessionals about office etiquette, proper attire, and effective business correspondence. Organizations should speak with NYUAD Career Development Center staff to raise awareness of any thematic issues that may result in additional student training on the NYUAD campus.

Reflection and Self-Assessment

A successful internship program encourages interns to reflect on their experiences and assess their own performance, the skills they've learned and used, the behaviors and attitudes they've demonstrated, and how their internship experience has affected their goals for the future, both during and at the end of the internship. Organizations should provide interns the opportunity to meet with a supervisor regularly to discuss these areas. And supervisors should provide appropriate documents in which the intern can write about or assess their experience when appropriate.

Exit Interviews

A successful internship program is one that has been reworked and redesigned a little every year as interns leave the organization or graduate. Internship programs that fail are the ones in which problems arise that are never addressed by management. Exit interviews (done in person) or exit evaluations (written) can help an organization get valuable feedback from interns about the program itself.



Through these interviews or evaluations an organization can learn answers to questions such as:

- What was the application and interview process like for interns?
- Were interns satisfied with the compensation and benefits provided?
- Were the tasks assigned challenging yet achievable?
- Was the supervision/mentoring adequate?
- Would interns recommend this organization to other students looking for internships or career positions?
- Would interns be interested in working for the organization after graduation?

DEVELOPING AN INTERNSHIP PROGRAM: STEP BY STEP

Before Recruiting — Develop a Plan

The CDC encourages all organizations to develop a successful internship program that is well organized and well thought out. Developing a solid plan to implement an internship program is the first step in its success. Regardless of the internship being developed, all organizations will be required to think about the following steps.

Step 1: Internal Promotion of Internship Program

It is important that organizations communicate the launch of their internship program and its purpose to all members of the organization. This will help facilitate feedback on organizational needs and develop potential learning-based projects. Overall, promotion should help inform internship program goals.

Generally, interns/employees within an organization do not like to participate in programs that don't fulfill their needs or help them meet their goals. An organization's goals for an internship program can range from needing help with a small project that will only take a few months to needing to cultivate potential new long-term employees because of growth projections. Internship program goals need to be clearly defined so that everyone at the organization understands the value of internship program development.

Organizations should develop a proposal outlining their internship needs and share it with other hiring managers within the organization. These proposals should include details including who might supervise and train the intern, where the intern would physically be located, and what functions the staff requires assistance with that an intern might perform, as well as how many hours per week they estimate an intern might be needed.

Any manager who would like to have an intern in her/his department should be allowed to request one so that all needs may be assessed at one time. Once a plan for the internship program has been fully developed, it should be communicated to managers so they know what the expectations are and will be able to provide input as needed.

Step 2: Operational Needs

Organizations need to address several questions that may assist them in understanding their organization's needs. Questions such as, "how many interns should we hire?" must be addressed. Some organizations might decide that one intern can easily satisfy the needs of



multiple departments based on overlapping job functions, therefore using an intern's time more efficiently.

The type of students that organizations will target is another issue to consider. Organizations must decide on criteria such as specific majors they would like to recruit, class levels, academic achievement (e.g., minimum GPA), and skills and experience that may be required to perform in the internship.

Lastly, organizations need to decide when they want to begin the internship program. All internship programs should be mindful of NYUAD's academic calendar, including milestone dates such as the last day of courses, finals, January terms, and spring breaks.

NYUAD operates on the semester system. Organizations seeking to hire NYUAD student interns need to know the start and end dates for each semester to determine when to start recruiting. The University's academic calendar can be found at <http://nyuad.nyu.edu/academics/calendar.html>. Generally, fall semester begins in early September and ends mid-December, while spring semester begins in late January and ends mid-May.

Organizations should also be advised that interest in internships tends to slowly decline as the semester progresses and internship positions get filled. So, the best time to prepare for recruitment and get the most applicants would be a month before each semester starts.

Step 3: Write a Job Description

The internship job description is a critical component to a successful internship program because it is used in all phases of the program. Typically, this description is used throughout the recruitment process, during the internship itself, and at the end of the internship when the student is exiting the program. A good job description can help facilitate a smooth internship program and mitigate problems that commonly arise.

To begin writing an intern job description, organizations may start by considering their needs as well as the students' needs. Students want to use their skills, as well as gain new skills, but they also want the opportunity for personal and professional development. A job description can detail not only the daily functions of the job, but also the other things they will be experiencing, such as how other departments operate and/or meetings and events. Managers should consider all job functions that interns might be able to perform while taking into account the time it would take them to complete projects or tasks. Tasks that seem too menial won't be attractive to students, and not having enough to do will create dissatisfaction and poor morale. A balance of level-appropriate and more challenging tasks will turn a potentially short-lived job description into one that can be used throughout the internship.

Even though managers sometimes don't like to be too specific about intern job functions to ensure flexibility on assigned projects, it's important to be as specific as possible so that organizations can market the position effectively and recruit the right students. Items that are typically included in a well-written job description are:

- Organization name/description
- A working title
- A list of specific qualifications required and desired, such as skills, experience, knowledge, education/coursework, GPA, and class level
- A detailed description of the daily duties of the job



- Where the position will be located
- A tentative start date
- How many hours per week are required
- How flexible the work schedule is
- How much, if anything, it pays and/or relevant compensation/benefits
- A tentative duration of the position
- Who will be supervising the position
- How students should apply

Aside from the above stated items, the University requires that all job descriptions include the following:

- Details about what interns will learn or skills they will gain (learning outcome)
- Type of training that will be provided, if any
- Selection criteria

An organization that has strong intern job descriptions will convey purpose and commitment to students interested in applying, and can help facilitate the interview process. Once interns are hired, the job descriptions can help organizations monitor what the interns are doing and help them make sure the interns are getting the experience and skills they need, as well as performing to their abilities. Conversely, job descriptions that don't allow for some flexibility may meet neither the organization's nor the intern's needs over time.

Step 4: Develop a Learning Agreement & Plan

A learning agreement and plan is an important and useful component of a good internship program. Because there are often more than two parties involved in an internship relationship, such as a university, the organization, and the student, a learning agreement and plan will help each party set appropriate expectations. All internships approved by the CDC require learning agreements. Organizations are encouraged to develop specific institutional learning agreements that may include details about projects due, meetings, site visits, or how the internship might complement an academic program. The CDC may request a copy of the organization's learning agreement and plan at any time.

Learning agreements tend to cover logistical details such as procedures, processes, working hours, start and end dates, wages or benefits, and legal issues/considerations. They also often describe how students and supervisors would work together to develop learning objectives by outlining the skills the students want to gain and describing how students and supervisors plan to achieve these goals. Learning plans should also describe how the students would assess whether they've met their internship objectives.

INTERNSHIP PROGRAM RECRUITMENT

Using an effective recruitment strategy is one of the most important steps in developing a strong internship program. Despite a very detailed and well-organized internship, without a qualified applicant pool to recruit from, an organization's internship program will not be successful.

Here are a few key recruitment components that organizations will be encouraged to think about when developing a strong internship program:



A Strong Marketing Plan

Organizations should contact the CDC before completing an internship program marketing plan. The CDC staff can provide organizations with helpful tips about the best ways to recruit NYUAD students.

Organizations are encouraged to consider the following when developing an internship recruitment plan:

Timing: Organizations should plan ahead when developing a recruitment schedule targeted to university students. Many organizations start recruiting three to four months in advance of the internship start date in order to secure the best interns and to have a larger applicant pool to choose from. Some organizations even start recruiting nine months in advance if they have a higher volume of intern positions to fill.

As mentioned before, all organizations should be aware of the NYUAD academic calendar when making decisions on recruitment timelines.

Sourcing: Where and how an organization markets their program will determine what their applicant pool will look like, so it is advisable to market internship openings in effective locations. The best places to start at NYUAD are:

The CDC: There are many opportunities to promote an internship program through the CDC. Currently, the CDC has the following resources for internship recruitment:

- Online job and internship listings through NYUAD Handshake
- Career fairs and industry events
- Company presentations to educate students about internship programs

Campus Departments and Programs: Organizations may be connected with major-specific departments and programs to recruit students that fall within the academic areas they want to target. Faculty members sometimes provide excellent referrals. A list of academic departments and programs can be found on the NYUAD website: www.nyuad.nyu.edu.

Student Activities: Organizations may be connected with the staff in Student Activities or a student advisor in career-specific student academic clubs, pre-professional organizations, and/or cultural organizations to let students know about internship programs.

Fishbowl Tribune: If appropriate, organizations may be connected with a contact from NYUAD's student newspaper to place an ad about internship programs.

The Application Process

While developing a marketing strategy, organizations should also think about how and with what materials they would like students to apply for their internship programs. A list of application materials may include:

- CV/resume
- Cover letter
- Application
- Writing sample/essay
- Recommendation letters/references
- Un/official transcript
- Work samples



- Career portfolio
- Professional online website

Large organizations that have very competitive programs tend to require more application materials than smaller organizations. The type of position will also determine what application materials are necessary. For example, business internships may only require a CV and cover letter, while public relations internships may also require a writing sample because of the position's editorial duties.

How students will apply for an organization's internship program is something else to consider.

Prior to deciding what type of application materials to require, the CDC encourages organizations to consider the following:

- Do organizations want students to call first for more information and then apply?
- Do organizations want students to email all or some application materials?
- Is there an additional application they need to fill out? If so, where do they get it?
- Is there a deadline for applying that students need to be aware of?
- Who will they be applying to? An HR manager, a department head, the internship supervisor?
- What information do organizations want students to reference (e.g., job number, job title, where they found the listing)?

Interviewing & Selection

The interview and selection process for an internship program should be similar to any other full-time, regular employee recruitment process because selecting the right interns is just as important as selecting the right career employees. Managers should not rush into selecting interns, but should instead have a well-thought-out interview and selection process. Here are recommended steps to help organizations find the right students for internship programs:

Pre-interview

Assuming that organizations have taken advantage of all possible marketing strategies to promote their internship program, they should have a large enough applicant pool to start the interview process. After receiving the application materials, organizations will start reviewing all applications to find the student/s who have the skills and experience that fit with the organization's needs. If the goal of the internship program is to develop potential career employees, then selecting students to interview that have similar skills and experience to new grad hires will be most effective. At no time should any organization rely solely on students' application materials without interviewing.

The Interview

Keep in mind that all principles regarding employment interviewing for career employees also apply to internship interviews. All organizations should develop a set of interview questions so that the interview process has a structure and a focus. Interviews that are free flowing and lacking in structure can discourage a student from wanting to serve in an internship at any organization.

When developing a list of interview questions, remember that questions normally asked to a career-level applicant might not be appropriate for a student-level internship interview. Here are some samples of questions to ask in an internship interview:



- Tell me a little bit about yourself and why you are interested in working with us.
- What do you know about our organization?
- How can you contribute to our organization?
- How would you describe yourself?
- What are your strengths and areas of improvement (weaknesses)?
- How did you choose your major?
- What courses do you like the most? The least? How do they relate to your career goals?
- What do you expect to gain from an internship with us?
- What are your plans, if any, for graduate study?
- Tell us about a time when you've used teamwork to solve a problem.
- Give an example of a situation during which you worked under pressure with a tight timeframe to complete a project.

Most students aren't able to answer long-term career questions ("Where do you see yourself in five years?") or salary questions ("What are your salary requirements?"). Behavioral questions, such as the last two in the list above, can be very helpful in determining whether students have the desired skills and abilities. Organizations should ask the same questions of all applicants to ensure equity.

Many organizations have a two-step internship interview process — either a phone interview followed by an in-person interview, or a panel interview followed by a one-on-one interview with the internship supervisor. Organizations should decide what type of interview process will work best for their organization. No matter what process organizations select, it is important that NYUAD students leave an interview with a positive impression of the organization.

Selecting an Intern

Once the interviewing of all applicants is complete, organizations are encouraged to take some time to review their notes and all application materials before they decide on the best candidate/s. Selecting the right intern/s is just as important as selecting the right career employees. If an organization plans to convert interns to career employees, then this process is particularly critical. Even if an organization does not use its internship program as a long-term recruitment tool, choosing the right interns will still affect how smoothly and efficiently an internship program will run. As a word of caution, organizations should be aware that just because an intern candidate has been selected, doesn't mean that the offer will be accepted.

Here are some tips to convert students in accepting internship offers:

Complete the selection process early: Organizations that wait too long to contact students will lose the best candidates to other organizations that made their selections more quickly. Organizations should try to complete their selection process within a week of interviewing all applicants. Sometimes the selection timeframe is controlled by Human Resources and can take longer than expected, so organizations should not wait too long to submit choices to Human Resources. If organizations are trying to decide between two equally qualified NYUAD candidates, they may choose to call references or perhaps add one more additional phone interview to ask follow-up questions that may help inform hiring decisions.

Communicate with the student directly: A personal call to the selected student might assist organizations with securing a verbal commitment. During an internship selection process, it is important that hiring managers are not on vacation or away from the office for an extended



period of time. If the hiring manager does plan to be away, it is important that he/she leaves an alternate contact person's name and gives that person instruction on what to tell the students.

Send an offer letter: All organizations are required to detail an internship offer in writing, either or email format, so that there are no questions later about what was said or agreed to. An offer letter can include details such as start and end dates, hours to be worked, benefits, and a brief description of the internship. A learning agreement will detail the program more thoroughly and should be read and understood in a one-on-one meeting with the students and the supervisors.

Competing internship searches: Most NYUAD students apply for more than one internship in order to increase their chances of securing the most competitive internship. Organizations should keep this in mind when they start to contact students selected as interns. Students often receive more than one internship offer in fields such as engineering, computer science, and financial services and may take some time to decide which offer best fits their career goals. Organizations are encouraged to allow students time to make a decision by asking them to respond within a specified timeframe. One to two weeks is usually enough time for students to make a decision on multiple offers.

The cumulative offer: Some NYUAD students may be given multiple internship offers. When this happens, students are encouraged to evaluate their skills and abilities.

INTERNSHIP ORIENTATION

Orienting new interns to any organization is essential when setting the tone within a new work environment. During the orientation the recruitment team will introduce the organization, the staff, the supervisors, and the interns to each other. It will set up the interns' and the staff's expectations of the program and alleviate confusion about the goals of the program. Whether an organization is small or large, the orientation is important. It is a vehicle for delivering crucial information about the organization, the interns' duties and responsibilities, and company culture and expectations, as well as a way to allow the interns to bond with one another and their supervisors/mentors. Here are some tips to having a successful internship orientation:

Timing

Orientations should be mandatory and scheduled for the first day of work, not after interns have already started working. However, an organization might want to provide its new interns with some orientation information before their first day. This will get them up to speed more quickly. Information about the organization's history, goals, and products can be read before the first-day orientation so that interns can more easily digest what they learn on day one. Orientations shouldn't be more than a couple of hours long. If possible, the CDC encourages organizations to coordinate orientations so multiple interns have the chance to interact with one another — this will also ensure that interns hear the same expectations and important information.

Format

Organizations should begin an orientation with introductions and a general company overview before getting to the details of the program. It's advisable to have all paperwork out of the way prior to the beginning of the orientation. This will aid in allowing organizations to move on to more interesting activities. Team-building exercises are a good way to get interns and



supervisors to interact and get to know each other. Next, interns should be given details about their duties and responsibilities, the processes and procedures they should follow, and logistical information. Some examples are where to find supplies, the bathroom, or the office break/lunch room. A tour of the organization can be given in the middle or at the end of the orientation. As with most programs, it is advised that organizations leave ample time for student interns to ask questions about their new internships.

Managing Expectations

In *Building a Premier Internship Program: A Practical Guide for Employers*¹, Julie Cunningham suggests that expectations need to be managed on both sides and an orientation is the perfect time to do it. Students enter internships with expectations of what they will gain, learn, do, and not do. And supervisors have expectations of an internship program and what an intern will be able to do for them. It's important to manage these expectations right from the start so that problems don't arise further down the road. Here are some areas supervisors might cover with student interns during the orientation to help manage expectations:

- Good work habits (being responsible, completing tasks, being neat)
- Punctuality
- The importance of communication with the intern's supervisor, mentor, and co-workers
- Participation in events and activities
- Understanding confidentiality

Interns also have expectations of their supervisors, so the orientation is a good time to let them know what they can expect from their supervisors and the organization in general. Here are some expectations interns can have of their supervisors/internships:

- A challenging but supportive work environment
- Co-workers, supervisors, and mentors who are receptive and supportive but still have high expectations
- Constructive feedback about performance
- Opportunities to gain new skills and interact with new people
- An organized and well-thought-out internship program that provides an appropriate amount of work to keep the interns busy but not overwhelmed

The goals of a good orientation program should be to help the interns feel a sense of belonging and commitment to the organization, as well as to provide information they will need to navigate the organization on a daily basis.

Intern Handbooks

Many organizations use intern handbooks to help orient interns throughout their internships. A handbook can be helpful in that interns can refer to it as needed to get simple information, such as how the organization is structured, what their job duties are, details about company policies, what kind of benefits they receive, and/or a list of frequently asked questions and answers.

¹ Cunningham, Julie, *Building a Premier Internship Program: A Practical Guide for Employers*. National Association of Colleges and Employers, 2002



INTERN SUPERVISION AND MENTORING

Not all staff within an employing organization will be effective intern supervisors or mentors. Organizations are highly recommended to select staff members that have the interest, the time, and the ability to work with students who have a lot of potential, but perhaps not a lot of skills to offer right away. Allowing all managers to supervise interns just because they asked for one is not a good idea and can derail a good internship program.

Role of the Supervisor vs. the Mentor

Supervisors are the staff members directly responsible for the interns and will provide performance feedback and daily work direction. Mentors are the resource staff that help interns get up to speed on the company culture and provide insights into the organization. The CDC recommends that some mentors be no more than five years out of university and that they work in the same department as the intern, have the time and the interest in being a mentor, and have a good understanding of the work that the interns will be doing. In some organizations interns only have a supervisor who also acts as their mentor, but we recommend that someone else in the organization act as the mentor. Sometimes interns will not approach their supervisor about something that they would approach a mentor about because of a fear of repercussions. If an organization does not have enough staff to provide a supervisor and a mentor, but needs one staff member to be both, be sure that the supervisor is able to be a strong mentor as well.

Orienting your Supervisors and Mentors

If possible, organizations should orient supervisors and mentors to their roles and responsibilities before interns arrive. Setting expectations ahead of time will ensure that everyone is aware of the goals and purpose of the internship program. A good internship program has consistency throughout, no matter which staff are supervising or mentoring interns. Inconsistency can create hard feelings and dissension in the program. A supervisor and mentor orientation is an additional method to ensure consistency within an internship program. Always have experienced supervisors and mentors attend an orientation to share their insights with new supervisors and mentors.

Tips for Effective Supervision

Here are some tips to help organizations supervise interns, according to Robert Inkster and Roseanna Ross²:

At the beginning of the internship:

- Provide an intern with resources needed to do his/her job (e.g., physical space, staff support, and time)
- Introduce interns to the company through an email or newsletter and add them to the company rosters
- Give them a title other than _____intern or _____student
- Be aware of intern learning objectives and stay on track to meet them through regular review and discussion
- Give interns real work that utilizes their abilities

² Inkster, Robert P. and Ross, Roseanna G., *The Internship as Partnership: A handbook for Businesses, Nonprofits, and Government Agencies*, National Society for Experiential Education, 1998



- Be honest with interns about what they can expect to do. Don't say one thing when the reality is totally different
- Take note of signs of confusion or boredom early so problems can be resolved before they get out of control

Throughout the internship:

- Provide enough details about the work assigned. Don't assume that interns know how to do something just because it seems like an easy project
- Provide regular and detailed feedback on work performance, both positive and constructive
- Know what interns are working on and where they are in their projects
- Encourage interns to be problem-solvers by asking them for suggestions or alternatives when problems arise
- Catch interns doing something well and reward them with positive feedback
- Communicate directly with interns, not through other staff, email, or phone. Use good listening skills
- Include interns in important meetings and events where they can learn
- Use the CDC staff as a resource when unexpected problems arise

At the end of the internship:

- Refer back to the learning plan to document what was learned
- Have interns fill out any in-house evaluations
- Set up an exit interview with your intern to discuss the program, their experiences, future plans, job opportunities with the organization, etc.
- Introduce students to important staff that may be helpful in future employment
- Make note of the interns' names on any completed projects to recognize contribution
- Encourage students to network with other departments in the organization
- Assist them with their job search materials or portfolio; offer to serve as a reference
- Offer them a career position with the organization (if applicable/appropriate)

Tips for Effective Mentoring

Here are some expectations that interns have of mentors. These are also great tips on how to be a good mentor, according to Julie Cunningham³:

- Try to make each intern's transition to the organization as smooth as possible
- Teach them about the organization culture and give them help when they need it
- Explain how processes and procedures work in the organization
- Be a positive role model
- Provide informal feedback on performance
- Get involved in their professional development with the organization
- Give them individual attention and one-on-one time

Recognizing intern contributions is customary. Recognition events typically happen at the end of the program and can help create a stronger staff commitment to the program. Recognition might take the form of a luncheon, a thank you card or gift, a plaque, or anything you think would be a nice gesture to internship staff.

Dealing with Trouble Spots

³ Cunningham, 2002



Few internship programs run so smoothly that no problems arise. Robert Inkster and Roseanna Ross⁴ suggest that both intern and supervisor expectations can cause problems, as can a lack of organization in an internship program from the start. Some common assumptions made by interns are:

- They expect to be treated like a guest/friend, not an employee
- They expect the organization to be happy that they are willing to work for no pay
- They expect the internship to be like a class where you can come in late, leave early, and not show up
- They expect to apply what they are learning right away

Supervisors need to educate interns on the realities of the internship program, both at the start and throughout. The realities are that interns are true employees and are not treated as guests, that it takes a lot of time and money to train an intern, that interns have the same responsibilities as all other employees to be on time and show up for work, and that there is a lot to learn in any internship. Just as interns may have some misguided expectations, so do supervisors. Some common expectations that supervisors have are that the intern:

- Will be proactive about asking questions
- Will understand the opportunities available to them and take advantage
- Will be overly enthusiastic and eager

To mediate these expectations, supervisors need to be educated about the realities of today's intern population. Students today expect to get guidance from their supervisors as a matter of course, just like they get from professors. Students today may feel some level of intimidation to ask questions, so it is still important to utilize mentors when possible. If time allows, we encourage supervisors to have one-on-one meetings with interns to facilitate regular/ongoing feedback.

Professional/Social Development

Activities that involve developing skills and social interaction can make a good internship program a great one. These activities may be an effective method to get to know interns on a more personal level and get a sense for what today's interns are thinking and feeling. Social events should start at the beginning of the work term to allow interns to mingle and get to know each other better. In-house events such as picnics are a good way to get the program started. Other popular social events include trips to sporting activities, amusement parks, or restaurants. Professional development activities allow interns to gain additional skills they see as important to their career development plans. These kinds of events can include presentations by senior-level executives; specific training classes on subjects like computer applications, presentations, time management, leadership, etc.; attendance at important company meetings; career planning workshops; tours of the facility; and volunteer activities.

The End of the Internship

At the end of the internship program, whether the program operates once or four times per year, organizations should provide evaluations or surveys to interns to evaluate the program, and to the supervisors to evaluate the interns. Evaluations benefit the organization in a couple of ways: by supplying information on how an organization might improve its internship program

⁴ Inkster and Ross, 1998



for future interns, and providing the ability to assess which interns should be considered for full-time employment.

Intern Evaluations

Interns should fill out an evaluation about their internship and the program in general. These forms are sometimes called surveys or feedback forms. They may include questions about the application and recruitment process, supervision and training, what they gained or didn't gain from the experience, the things they liked and didn't like, and how they would rate the overall program. The Career Development Center sends an employer feedback survey to collect supervisor feedback about the intern at the end of every term (April, August, November). We also recommend conducting one in-house. Good internship programs use these evaluations to improve processes and the overall experience for the interns and supervisors. Evaluations can be used along with a more personal one-on-one exit interview, during which interns can also talk about their experiences, or they can be handed out on the final day and turned in to the supervisor after the internship ends.

Supervisor Evaluation of Intern

Supervisors should also be given an evaluation form for each intern they supervise to assess the intern's performance. If at the beginning of the program the intern and the supervisor wrote an effective learning agreement, an evaluation of performance at the end of the internship shouldn't be difficult. Providing documented ongoing feedback throughout the internship will also help make the final evaluation process easier. Some supervisors may have to be convinced that an intern evaluation is just as important as a career employee's evaluation. They need to be reminded that it may be used to help decide whether to bring an intern back for another internship or for a career position. These evaluations may include such areas as how well the intern related with others, an assessment of their personal attributes, and the skills and knowledge they demonstrated.

EVALUATING THE INTERNSHIP PROGRAM

The best internship programs evaluate the performance of the program after each cycle to both measure success and to improve process and procedures for the next group of interns. How successful an internship program is depends on the needs of the organization. Small organizations that have developed internship programs to assist with projects but aren't so concerned with developing career employees might measure success by how many projects were completed and in what timeframe. Larger organizations that do use internship programs as recruitment tools might measure success by the number of interns that become career employees. Some other areas that organizations might measure for success are:

Job Performance

Organizations should ask themselves how well their interns performed in the assigned duties. When possible, organizations should review supervisors' evaluations of interns and make note



of areas where they didn't perform well. It may be helpful to compare all supervisors' evaluations in order to find a common thread that demonstrates a need to reevaluate the selection process. If organizations hire their interns as career employees, compare how well previous interns perform as career employees versus how well non-intern new employees perform. By doing this, organizations will get a sense for what areas of the internship program work best and what might need improvement.

Productivity

Organizations may also evaluate an internship program around productivity. Did productivity increase due to an intern's contribution to certain projects? A good internship program should see a definite increase in productivity. If not, organizations should reevaluate the selection process and the duties that interns are performing.

Management Satisfaction

Are the supervisors and mentors satisfied with the program? If not, the internship program will start to fall apart because no one will want to participate any longer. Do they like the quality and quantity of interns they are getting? If not, organizations are encouraged to review the recruitment and selection process for ways to improve the intern applicant pool. If managers aren't getting enough interns or are getting too many, review the intern job descriptions and assigned tasks or duties to make sure the amount of work fits the number of interns recruited.

Student Internship Evaluations

It is critical to the continuous improvement of an internship program to consider all intern evaluations or exit surveys when making changes. Most students are very candid about their experiences at an organization, especially if they turn in their evaluations after leaving the organization. Though some students may have had a personal issue with their supervisor or just didn't get along well with certain staff members, most can provide a critical look at the things that worked and didn't work in the program.

Organizations that don't change and improve their internship programs over time as interns come and go will inevitably find the value and status of their program decline in students' minds. When students have a good experience at an organization they tell their friends, but when they have a bad experience they tell everyone. Organizations should take the time to improve their internship program so the next group of interns will have the best possible experience.

When internship programs fail, there are usually some common things that happen, or don't happen, both on the intern's side and the organization's side. When students don't enjoy their internship they usually:

- Don't feel challenged enough, or are doing work that is unrelated to their field of study
- Aren't being given enough work to do
- Aren't getting the feedback they need
- Aren't given the physical resources they need
- Aren't given one-on-one time with the supervisor or mentor
- Feel that their completed projects aren't taken seriously

Interns want to do work that means something; they want to be challenged and given the time and resources to do a good job. An internship program that supports them in these ways will be more successful. Supervisors have problems with interns who:



- Have unrealistic expectations
- Have poor time management skills
- Are over confident or overly shy
- Can't adapt to the company culture
- Don't ask questions in a timely fashion

These problems may stem from a poor selection process, but more often they stem from the supervisors/mentors not participating fully in the internship process. Effective communication from the beginning and through the program, as well as being actively involved in the interns' supervision, will solve most of these problems.

APPENDIX A: JOB DESCRIPTION TEMPLATE

Job Title: Marketing and Communications Intern

Select a descriptive job title, as students often search postings by keyword and title.

Organization Name: Student Services Center

Internships can be for a full term, multiple terms, or part of one term.

Term(s): Fall, J-Term, Spring, and Summer
Location(s): Student Services Center (S-029), NYUAD Saadiyat Island Campus, Abu Dhabi, UAE

Description: The Student Services Center encompasses the following offices: Career Development Center, Global Education, Office of the Registrar, and Student Financial Services. Last year the Student Services Center engaged with over 500 students, serving as a hub for student activities, professional development, and academic enrichment. This position will provide interns with the opportunity to develop a range of highly sought after customer service, graphic design, marketing strategy and stakeholder assessment skills.

Include a brief description of your organization, as well as responsibilities of the intern specifically.

Primary responsibilities include:

- Conducting a needs assessment regarding marketing and communication priorities for the various departments
- Benchmarking with other similar institutions to learn what communications campaigns have been most successful
- Creating marketing collateral to promote services, workshops/special events
- Assisting full-time staff with preparation and coordination of meetings and special events
- Develop branding guideline for the office consistent with university branding guidelines
- Create a sustainable system for tracking and executing design requests and communication needs

Include a brief description of the intended learning outcomes.

Primary learning outcomes include:

- Communicate with staff about the nature of a needs assessment and the institutional priority of creative marketing
- Synthesize feedback into thematic reports for informing department decisions
- Utilize Adobe Creative Suite to produce three pieces of marketing collateral, reflective of current needs
- Collate benchmarking data into cohesive recommendations
- Manage meeting logistics with precision and professionalism

Desired Class: First year (freshman)

Posting Date: 20 September 20XX

For best results, post positions for 2 to 6 weeks.

Expiration Date: 15 October 20XX

Up to 10 hours per week (to be negotiated upon appointment)

Qualifications: Skill requirements:

- Works well both independently and in a group
- Possesses strong communication, interpersonal, and time management skills
- Attentive to detail, well-organized, and able to multi-task
- Knowledge of Google Apps and Adobe Creative Suite

Contact: Staff member, position title

Phone and email address

Application Materials: CV and Cover Letter required

During the academic year, first year students can work up to 10 hours per week, second year students, up to 15 hours per week, and junior and senior students can work up to 20 hours per week. Students are available full time in the summers.

APPENDIX B: SAMPLE INTERNSHIP LEARNING AGREEMENT

I, _____, agree to accept an internship with XYZ Company. I enter into this agreement with the full knowledge that XYZ Company has committed considerable time and resources so that I can enhance my educational experience through this program. I further agree to comply with the following statements of understanding:

1. Intern understands that he/she must follow all internship policies and procedures specified by NYUAD and XYZ Company.
2. Intern understands that XYZ Company retains all supervisor responsibilities for and authority over intern's work effects.
3. Intern understands that he/she must be on the job regularly and punctually.
4. Intern understands that this agreement is not to be construed as an employment contract or promise of future employment.
5. Intern understands that benefits, holiday pay, and lodging are not offered with this internship program.
6. Intern will perform said duties as listed in the attached Internship Description.
7. Intern will fill out the attached Learning Plan and return to supervisor for review.
8. Intern will be provided with skill development and training opportunities throughout the program.
9. Intern will be provided with a supervisor and mentor to assist him/her with company culture issues, be available for questions and meetings, and offer general support.
10. Intern performance will be evaluated at the end of the internship program.

The above-mentioned student agrees to work a minimum of _____ hours per week. In return for services provided to XYZ Company, the intern will gain knowledge about the field of _____.

For Student:

For Supervisor:

(Print Name)

(Print Name)

(Signature and Date)

(Signature and Date)

(Print University Name)

(Print Title)

APPENDIX C: SAMPLE INTERNSHIP LEARNING PLAN

Learning Objectives and Goals	Plan to Achieve the Objectives and Goals	Assess the Objectives and Goals
List the skills, knowledge, and experience your intern will gain from this internship experience.	List the ways in which you plan to have your intern achieve these objectives and goals.	Describe how you plan to evaluate or assess your intern on the completion of these goals.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

For Intern

For Supervisor

(Print Name)

(Print Name)

(Signature & Date)

(Signature & Date)

(Print University Name)

(Print Title)

APPENDIX D: SAMPLE INTERN SUPERVISOR AND MENTOR ORIENTATION AGENDA

- Welcome and introductions
- The purpose of our interns
- Profile of this year's intern group
 - (schools, demographics, returning vs. new, where they are working, etc.)
 - Preparing for your internship program
 - Send offer letter (with housing and transportation information, if needed)
 - Instructions for arrival the first day
 - Work station (computer, email access, telephone)
 - Office furniture/office supplies
 - Position description/objectives
 - The Learning Agreement and Plan
 - Training schedule
 - Mentoring Program
- First-day checklist
- Tips on mentoring your interns
- Interns' expectations
- What we expect of them
- The intern schedule of activities
- The Intern Handbook
- Mid-internship and end-of-internship evaluations
- Exit interviews
- Administrative matters



APPENDIX E: SAMPLE INTERN ORIENTATION AGENDA

- Sign-in, welcome, and staff introductions
- About the company and its organizational structure
- Complete paperwork
- Team building / introduction of interns — have them pair up, interview each other (five minutes), and then introduce each other to the group.
- Schedule of activities during internship
- How to get in touch with staff and other interns
- Timesheets and getting paid (if applicable)
 - Direct deposit of checks
 - Overtime/holidays/benefits
- Office policies and procedures
 - Dress code and name tags
 - Building hours, breaks, and absences
- Where to eat lunch
- Mentors
- Reports and evaluations
 - Supervisor evaluations
 - Intern evaluations
 - End dates, exit interviews, and evaluations
- Our expectations of you and what you can expect from us
- The Intern Handbook
- Questions and answers
- Team building exercise



APPENDIX F: SAMPLE SUPERVISOR EVALUATION OF INTERN

Student name: _____ Job title: _____

Date hired: _____ Date of evaluation: _____

Supervisor name: _____ Title: _____

Company/organization: _____

This evaluation is designed to provide feedback on job performance and related issues to assist the student in his/her academic, personal, and professional development. Please discuss this evaluation with the student.

Please use the following ratings to evaluate the student's performance and provide comments where necessary.

Below expectations Met expectations Exceeded expectations

1 2 3 4 5

Rating

I. RELATIONS WITH OTHERS

Ability to communicate with staff 1 2 3 4 5

Ability to communicate with clients 1 2 3 4 5

Ability to work with and for others 1 2 3 4 5

Comments:

II. SUPERVISION

Ability to seek and use help 1 2 3 4 5

Openness to constructive feedback 1 2 3 4 5

Ability to work independently 1 2 3 4 5

Comments:

III. PERSONAL QUALITIES

Demonstrates trust and confidentiality 1 2 3 4 5

Demonstrates initiative and creativity 1 2 3 4 5

Dependable and punctual 1 2 3 4 5

Appropriate personal appearance 1 2 3 4 5

Ability and willingness to learn 1 2 3 4 5

Flexible and adaptable 1 2 3 4 5

Comments:

IV. SKILLS AND KNOWLEDGE

Ability to make decisions 1 2 3 4 5

Verbal communication skills 1 2 3 4 5

Written communication skills 1 2 3 4 5

Analytical ability 1 2 3 4 5

Problem-solving skills 1 2 3 4 5

Organization and completion of tasks 1 2 3 4 5

Making and meeting deadlines 1 2 3 4 5

Quality of work 1 2 3 4 5

Knowledge of job duties 1 2 3 4 5

Knowledge of company 1 2 3 4 5

Comments:

V. JOB PERFORMANCE

List four to six tasks performed by the student and rate the performance of each:

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5
e.	1	2	3	4	5
f.	1	2	3	4	5

VI. OVERALL PERFORMANCE

1 2 3 4 5

What development have you observed in the student's skills, knowledge, and personal and/or professional performance?

What are the student's strengths? In what area could the student improve?

Would you recommend this student for another internship or full-time employment after graduation?

Site Supervisor

Date

Intern

Date

APPENDIX G: SAMPLE SUPERVISOR EVALUATION OF INTERNSHIP

Student name _____ Job title _____.

Supervisor name _____ Title _____.

Mentor name _____ Title _____.

Company/organization _____.

Dates of internship from _____ to _____.

This evaluation is designed to provide your supervisor and mentor with feedback about your internship experience so that they might improve the internship program for future interns.

Please use the following ratings to evaluate the internship program and provide comments where necessary.

Strongly disagree	Agree			Strongly agree			
1	2	3	4	5			
There were enough opportunities for learning			1	2	3	4	5
There was a good balance of routine tasks and those with more learning potential			1	2	3	4	5
My job functions were challenging and stimulating			1	2	3	4	5
I received adequate training on tasks			1	2	3	4	5
I received assistance when needed			1	2	3	4	5
I felt free to ask questions of co-workers and my supervisor			1	2	3	4	5
I received, and was able to provide, feedback			1	2	3	4	5
I met regularly with my supervisor			1	2	3	4	5
This internship gave me a realistic preview of my field of interest			1	2	3	4	5
The internship program met my expectations			1	2	3	4	5

Please answer the following questions with as much detail as possible:

a) Please comment on the internship recruitment process. How did you find out about the internship program? How was the interview and selection process for you?

b) Would you recommend this internship to other students? Why or why not?



c) In what ways has this internship helped you develop your skills, career goals, personal awareness, and knowledge?

d) How can this internship be improved for future students?

e) What courses and skills did you find most useful in this internship?

f) What did you like most about this internship? What did you like least?

g) What is your overall evaluation of this internship program?

Site Supervisor

Date

Student Intern

Date



RECRUITING GUIDELINES

As part of the University's commitment to leadership in the area of ethics and professional conduct, we require employers utilizing the NYU Abu Dhabi Career Development Center to adhere to the recruitment policies, principles, and guidelines outlined below.

PRINCIPLES FOR PROFESSIONAL CONDUCT

The NYUAD Career Development Center requires employing organizations to adhere to employment laws and principles of professional practice, as outlined by the government and The National Association of Colleges and Employers (NACE) Principles for Professional Practice, respectively.

1. Employers will refrain from any practice that improperly influences and affects acceptances. Such practices may include undue time pressure for acceptance of offers and encouragement of revocation of another offer. Employers will not expect or seek to extract special favors or treatment that would influence the recruitment process as a result of support, or the level of support, to the educational institution or career services office in the form of contributed services, gifts, or other financial support. Employers will strive to communicate decisions to candidates within the agreed-upon time frame.
2. Employers will have some knowledge of the recruitment and career development field as well as the industry and the employing organization that they represent, and work within a framework of professionally accepted recruiting, interviewing, and selection techniques.
3. Employers will provide accurate information about their organization and employment opportunities. Employing organizations are responsible for information supplied and commitments made by their representatives. If conditions change and require the employing organization to revoke its commitment, the employing organization will pursue a course of action for the affected candidate that is fair and equitable.
4. Serving alcohol should not be part of the recruitment process on or off campus. This includes receptions, dinners, company tours, etc.
5. Employers will maintain equal employment opportunity (EEO) compliance as well as compliance with UAE goals for Emiratization, where applicable, following affirmative action principles in recruiting activities in a manner that includes the following:
 - a. Recruiting, interviewing, and hiring individuals without regard to race, color, national origin, religion, age, gender, sexual orientation, veteran status, or disability, and providing reasonable accommodations upon request;
 - b. Reviewing selection criteria for adverse impact based upon the student's race, color, national origin, religion, age, gender, sexual orientation, veteran status, and or disability;
 - c. Avoiding questions that are considered unacceptable by EEO guidelines for fair employment practices during the recruiting process;
 - d. Developing a sensitivity to, and awareness of, cultural differences and the diversity of the workforce;
 - e. Informing campus constituencies of special activities that have been developed to achieve the employer's affirmative action goals;



- f. Investigating complaints forwarded by the Career Development Center regarding EEO noncompliance and seeking resolution of such complaints.
6. Employers will maintain the confidentiality of student information, regardless of the source, including personal knowledge, written records/reports, and computer databases. There will be no disclosure of student information to another organization without the prior written consent of the student, unless necessitated by health and/or safety considerations.
7. Those engaged in administering, evaluating, and interpreting assessment tools, employment screening tests, and technology used in selection will be trained and qualified to do so. Employers must advise the career services office of any test/assessment conducted on campus and eliminate such a test/assessment if it violates campus policies or fair employment practices. Employment professionals must advise students in a timely fashion of the type and purpose of any test/assessment that students will be required to take as part of the recruitment process and to whom the results will be disclosed. All tests/assessments will be reviewed by the employing organization for disparate impact and position-relatedness.
8. When using organizations that provide recruiting services for a fee, employment professionals will respond to inquiries by the career services office regarding this relationship and the positions the organization was contracted to fill. This principle applies equally to any other form of recruiting that is used as a substitute for the traditional employer/student interaction. These principles apply to organizations providing such services.
9. When employment professionals conduct recruitment activities through student associations or academic departments, such activities will be conducted in accordance with the policies of the Career Development Center.
10. Employment professionals will cooperate with the policies and procedures of the Career Development Center, including certification of EEO compliance well as compliance with UAE goals for Emiratization, where applicable.
11. Employment professionals will only post opportunities that require college-educated candidates, in a manner that includes the following:
 - a. All postings should adhere to EEO compliance standards;
 - b. Job postings should be suitable and appropriate for candidates from the target institution;
 - c. Internship postings should meet the criteria for internships listed below.
12. Employment professionals will honor scheduling arrangements and recruitment commitments.
13. Employment professionals will educate and encourage acceptance of these principles throughout their employing institution and by third parties representing their employing organization on campus, and will respond to reports of noncompliance.

NACE's [Principles for Professional Conduct](#)



JOB & INTERNSHIP POSTING STANDARDS

Organizations recruiting students and alumni of NYU Abu Dhabi can do so free of charge using the [Handshake](#) portal. All job/internship submissions are reviewed and approved or rejected based upon the information contained in the postings.

Postings must adhere to the following criteria:

- All jobs and internships posted must be career-related/professionally-oriented and require candidates pursuing or already possessing a university degree.
- All companies and organizations posting job and/or internship opportunities must be hiring candidates for their own human resource needs (see Third-Party Policy below).
- Internship postings must meet the definition and criteria established for internships, highlighted below.
- All companies and organizations must provide a professional website to help us research your opportunity for posting.
- Job and internship postings with the following requirements are ineligible:
 - Fee-based programs. Examples include fee-based training programs, fee-based placements or positions requiring the purchase of supplies or a training kit.
 - Postings advertising events, services or programs (e.g., career fairs, test prep, etc.).

INTERNSHIP GUIDELINES

The NYUAD Career Development Center welcomes career-related and professionally-oriented internships from any industry or sector. When evaluating internships posted to our Handshake system, the following points are considered:

Internship Responsibilities:

Our students look for internship opportunities to provide real world, substantial professional experiences to complement their academic studies. With this in mind, our goal is to connect them with project-oriented, professional and learning experiences that contribute to the professional work of the organization. This can take on many traits depending on the position, site, company and/or industry. Posted internships are evaluated on a case-by-case basis; however, in general terms we do not accept administrative, clerical or non-professional internships (i.e., receptionist, clerk, wait staff). These opportunities should be offered as paid part-time positions.

Location:

The Career Development Center is required by UAE law to conduct a health and safety check of the internship site for UAE-based internships. Our on-site internship postings (i.e., students work on-site for the employer) must provide a professional and safe office/site at which the student will complete his/her intern hours. Home-office sites are not accepted for postings. Virtual internship postings with professional outcomes must have strong professional, supervision and project components (please refer to our [Virtual Internship Guide for Employers](#) for more information). The Career Development Center engages in spontaneous site visits with employers hosting NYUAD interns to ensure compliance.

**Compensation:**

Our preference is that all students be compensated for their hard work and dedication to their internship. However, we welcome both unpaid and paid internship postings. If possible, we encourage you to consider compensating students for travel to and from the internship site. When engaging in an unpaid internship, we encourage you to consider the following guidelines from the [Fair Labor Standards Act](#) in the United States.

Resources:

Students should not be expected to provide their own resources, including computers, software, supplies, phone (including paid minutes), etc. The employer should provide a professional space with all the resources the intern will need to be successful. In addition, the employer should provide help with expenses that the student would not incur if not for the internship, including parking, mileage, travel expenses, etc.

Supervision:

The intern should be supervised by a professional in the area in which the student is working. The professional should be available on a regular basis and should mentor the student throughout the program to help the student grow and succeed. The supervisor should meet with the student at the start of the internship to set the expectations, and should meet with the student at the midpoint and end of the program to provide feedback and evaluations.

REASONABLE OFFER DEADLINES

The NYUAD Career Development Center prohibits exploding offers in conjunction with on-campus recruiting. Offers must remain open for a minimum of no less than 10 days in order to provide the student with the time needed to consider the offer.

NACE's [Reasonable Offer Deadlines Guidelines](#)

RESCINDING OFFERS

The NYU Abu Dhabi Career Development Center strongly discourages rescinding internship or full-time job offers. If an employer must rescind an offer under exceptional circumstances, the employer should contact us so that we may facilitate the resulting conversation with the student.

Likewise, students are strongly discouraged from reneging on an offer once accepted in writing. If a student reneges on an offer, please contact us so that we may contact the candidate. Reneging on offers is a violation of the terms of the on-campus recruiting student agreement.

NACE's [Position Statement on Rescinded and Deferred Employment](#)

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The Career Development Center is an equal opportunity employer in compliance with New York University's non-discrimination rules and policies which prohibit recruitment and selection for position openings on the basis of sex, sexual orientation, marital or parental status, race, color, national origin, age, disability or religion.

The Career Development Center is also in compliance with UAE laws that aim to prohibit discrimination and hatred on the basis of caste, race, religion or ethnic origin, and to protect



the rights of people of determination (those with special needs) and ensure equal pay to women.

The Career Development Center shall exclude from its activities recruiters from any entity, which in employment matters has been determined to have a practice of unlawfully discriminating on any of the aforementioned bases.

EMIRATI RECRUITMENT

In the case of recruitment in the United Arab Emirates, employers are also expected to comply with the UAE goals for Emiratization where applicable. Employers looking to recruit UAE national students and alumni for internships, part-time and full-time opportunities can request CV books of candidates, post their positions to Handshake (stating that UAE nationals are preferred).

THIRD PARTY RECRUITER POLICY

The NYU Abu Dhabi Career Development Center partners with employers seeking candidates for their organization's human resources needs. These employers may post jobs and internships to [Handshake](#), our recruiting system, to connect with our students seeking to intern or work at that particular company. The Career Development Center does not partner with third-party recruiters or service providers that aim to recruit students for other companies or organizations. Only in extraordinary circumstances as approved by the Career Development Center will third-party recruiters be allowed to post to Handshake. In these rare situations, the third party must disclose the name of the company for which they are recruiting and the third party must include an official statement verifying that resumes and contact information will be collected solely for the particular opportunity and not retained for other opportunities for which the student did not directly apply.

SOLICITATION & COMMERCIAL ACTIVITY POLICY

The University prohibits employers and organizations from posting - and career centers from promoting - any fee-based opportunities. The University also prohibits companies and organizations from promoting or marketing free/no-cost opportunities that have not been pre-approved by the University. For example:

- companies/organizations cannot promote fee/tuition-based internship programs or jobs that require students to purchase supplies or pay for training/certification.
- companies/organizations cannot promote a free service, resource or product on campus that has not been pre-approved by The University.
- companies/organizations cannot collect student information on campus for any reason unless pre-approved by The University or in conjunction with a career center-authorized recruiting activity.

FUNDRAISING POLICY (NONPROFIT ORGANIZATIONS)

On-campus fundraising by students for non-profit organizations is prohibited. Fundraising is defined as the collection of money through voluntary contributions, sales, and/or events/programs for the purposes of charitable donation and/or organization support.

STUDENT INTEREST GROUP RECRUITING POLICY

Student organizations may invite employer representatives to meetings so that the employer representative can share his/her story with the students. Similarly, employer representatives can request connections to student organizations from the Career Development Center staff.



All formal recruiting should be done in connection with the Career Development Center, in order to ensure equitable access to all students.

DISCRIMINATION AND SEXUAL HARASSMENT POLICY

The NYU Abu Dhabi Career Development Center is committed to maintaining an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the University is committed to enforcing this Non-Discrimination and Anti-Harassment Policy and Complaint Procedures at all levels in order to create an environment free from discrimination, harassment, retaliation and/or sexual assault. Discrimination or harassment based on race, gender and/or gender identity or expression, color, creed, religion, age, national origin, ethnicity, disability, veteran or military status, sex, sexual orientation, pregnancy, genetic information, marital status, citizenship status, or on any other legally prohibited basis is unlawful and undermines the character and purpose of the University. Such discrimination or harassment violates University policy and will not be tolerated.

In the case of a student complaint, the Career Development Center will require access to the employer's applicable policies, promptly investigate the incident(s), and take action where appropriate.

Definitions

- A. Discrimination is adverse treatment of any employee based on the protected class or category of persons to whom he/she belongs, rather than on the basis of his/her individual merit, with respect to the terms, conditions, or privileges of employment including, but not limited to hiring, firing, promoting, disciplining, scheduling, training, or deciding how to compensate that employee.
- B. Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, an employee because of his/her membership in any protected group or on any other prohibited basis (e.g., race, gender and/or gender identity or expression, color, creed, religion, age, national origin, ethnicity, disability, veteran or military status, sex, sexual orientation, pregnancy, genetic information, marital status or citizenship status). The harasser can be the employee's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the University, such as a client or customer.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, degrading or ridiculing another person or group;
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols;
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets or demands;
- Physical assault or stalking;
- Displays or electronic transmission of derogatory, demeaning or hostile materials; and
- Unwillingness to train, evaluate, assist, or work with an employee.



A hostile work environment results from harassing conduct that has the purpose or effect of unreasonably interfering with an employee's work performance, or creates an intimidating, hostile or offensive working environment.

- C. Sexual harassment is a form of harassment that consists of making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal or physical acts of a sexual or sex-based nature where such conduct interferes with the employee's work performance or creates an intimidating, hostile or offensive working environment.

Sexual harassment may also occur where a supervisor/manager demands that an employee/subordinate satisfy sexual demands in order to receive job benefits, to continue employment, or as a basis for making any other employment decision. Such sexual harassment occurs between a manager/supervisor and an employee due to the nature of the manager/subordinate relationship. A manager/supervisor for this purpose is someone who can affect or impact an employee's terms, conditions, or privileges of employment because he/she can take or impact action such as hiring, firing, promoting, disciplining, scheduling, training, or deciding how to compensate that employee.

- D. Retaliation is any adverse action taken against an individual (applicant or employee) because he or she filed a charge of discrimination, complained to the University or a government agency about discrimination on the job, or participated in an employment discrimination proceeding (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived discrimination, such as a family member.

Examples of retaliation include termination, demotion, refusal to promote, or any other adverse action involving a term, condition, or privilege of employment.

- E. Sexual assault is a sexual act against the will and without the consent of the employee-victim or where the employee-victim is incapable of giving consent. This includes conduct that would be considered criminal under the New York State Penal Code.

Discrimination, harassment, retaliation, and sexual assault are unacceptable in the workplace. This behavior violates University policy even when it does not constitute a violation of law.

Reporting Discrimination, Harassment, Retaliation, or Sexual Assault

Any student who believes that he or she has been a victim of discrimination, harassment, retaliation or sexual assault prohibited by this policy, or any employee who has witnessed such discrimination, harassment, retaliation or sexual assault, should immediately report the circumstances in accordance with the procedure set forth below.

The University may investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint to any of the individuals listed below:

- a. Garvin Reid, Assistant Director, Career Development Center
- b. Dana Downey, Assistant Director, Career Development Center