



Minnesota
STATE COLLEGES
& UNIVERSITIES

**Campus Service
Cooperative**

One team, many campuses

Luoma Action Learning Project Final Report: The Campus Service Cooperative Student Internship and Development Program

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Contents

The Project Charter	3
What the Team Learned.....	3
Researching Similar Programs with Proven Success Histories	4
What the Team Learned.....	4
Recruiting Two Pilot Interns	4
What the Team Learned.....	5
Evaluating the Pilot Internship Program	6
What the Team Learned.....	6
Acquiring Pilot Intern Feedback.....	6
What the Team Learned.....	6
Progress Report to the CSC Leadership	7
Finalizing and Presenting the Plan to the CSC Leadership Committee.....	7
What the Team Learned.....	7
Other Learning	7
Communication and Team Dynamics	7
Using the Action Learning Model	8
Appendices.....	9
Appendix A: Project Charter for the CSC Student Internship and Development Program	9
Appendix B: First Draft of Internship Development Recommendations.....	17
Appendix C: Research: Other Colleges and Universities	23
Appendix D: Research: MnSCU Career Centers/Career Development Offices	26
Appendix E: Research: Internship Compensation Summary	28
Appendix F: Research: Contractual Issues.....	30
Appendix G: Posting Websites for Each Institution	36
Appendix H: Recommendations for Pilot Interns.....	37
Appendix I: Interview Questions Developed by the CSC for the Office Max Intern Candidates	41
Appendix J: Sample Internship Position Descriptions.....	42
Appendix K: CSC Guide: Student Internships Guidelines and Supporting Document	46
Appendix L: Summaries of February Interview with Office Max Interns.....	51
Appendix M: Guidelines for Successfully Conducting an Internship with a MnSCU Student Intern	61

The Project Charter

When the team received its assignment, it was unclear whether the team was developing an internship program for the Campus Service Cooperative (CSC) or creating a standardized internship process that could be used across MnSCU sites. When the team met with the project sponsors, it was informed that its task was to create an internship program for the CSC. However, the team ultimately ended up doing some of both.

Early on, the team agreed that it was critical to have a generally agreed-upon project charter in order to maintain clarity regarding the deliverables, minimize the likelihood of scope-creep, and keep the team on schedule. Thus, the team’s initial in-person and phone meetings with Jason Cavallo and Colin Dougherty, CSC sponsors, focused on creating a project charter and securing endorsement for it. (See Appendix A: Project Charter for the CSC Student Internship and Development Program).

What the Team Learned

The team learned that it was important to have a charter to maintain the boundaries of the project. The project sponsors were driven, innovative, and opportunistic, and they wanted to expand the parameters of the project on a recurring basis. Whenever the team had questions – particularly about the parameters of the project – it revisited the charter. The team learned to rely on the charter to contain the scope of the project and to keep focus on the deliverables.

The table below is an excerpt from the charter. This table identifies important milestones, the associated deliverables, and their due dates. The next section of this report will describe the activities surrounding each of these milestones and any associated learning.

Milestones	Deliverables	Date
Complete initial meetings with CSC leadership team.	Finalized project charter	09/06/13
Finish researching similar programs with proven success histories.	Research reports	09/15/13
Define the responsibilities associated with the internship position.	Internship position description	10/01/13
Recruit two pilot interns.	Interns begin working at CSC	Beginning of spring 2014 term
Check-in with pilot interns. Identify and make any necessary changes to their program.	Feedback and change implementation report	02/14/14
Acquire and evaluate feedback from pilot interns.	Feedback report	03/01/14
Update CSC Leadership on progress of project.	Presentation	04/07/14
Develop an intern recruitment, on-boarding, supervision, and separation plan that is endorsed by the key stakeholders. This plan will include intern learning outcomes and assessment methods.	Finalized plan	05/31/14
Present plan to CSC Leadership Committee.	Finalized plan	06/02/14
Present plan at second Luoma Academy.	Presentation	July 2014

Researching Similar Programs with Proven Success Histories

The scope of the research expanded beyond similar successful programs. The team conducted research in the following areas, and any supporting notes or other documentation is included in the Appendices.

- Good practices in creating and delivering an internship experience (Appendix B)
- Internship programs at a sampling of MnSCU colleges and universities (See Appendix C for examples.)
- MnSCU Career Development Offices (Appendix D)
- Compensation Issues (Appendix E)
- Legal Issues
- Contractual Issues (Appendix F)
- Credit versus non-credit, and paid versus unpaid options
- Posting/promotion options Appendix G)

What the Team Learned

The team learned that designing, implementing, and evaluating an internship program is more complex than originally thought, and that professionals – with whom some team members have worked in the past - were instrumental in providing assistance and guidance.

The team also learned that – given the system-wide financial constraints – internships of this nature are an opportunity to help students learn while concurrently addressing some of MnSCU's business needs. (It is important to note, however, that interns must not replace state employees.)

Recruiting Two Pilot Interns

One of the team's objectives was to assist the CSC in developing a pilot internship program, in which two interns would be hired to perform business analysis or communication functions from January 20 – May 2, 2014.

The team conducted research and collaborated with the CSC to develop the pilot program. (See Appendices B: Internship Development Recommendations, and H: Recommendations for Pilot Interns). Outcomes of this collaboration included:

- Interns being compensated for their contributions. The team recommended that interns receive compensation for their contributions and the CSC made this a reality by acquiring funding from Office Max.
- Interns being recruited through networking. Based on an immediate need for the pilot interns, the team recommended that the CSC network with its contacts to recruit candidates, and it successfully recruited two interns through its contacts on the CSC Leadership Committee. (See Appendix I for the Interview Questions.)

As the pilot program launched, the CSC announced that funding had become available from U.S Bank to appoint five additional interns who would perform the same functions as the pilot interns, but during spring term (i.e., from March 3 – May 5, 2014). The team worked with the CSC to create position descriptions and promote the internships. (There have been multiple iterations of the position descriptions. See Appendix J for the final versions.) However, no candidates applied.

What the Team Learned

The team learned that finding good internship candidates is almost certainly the most challenging aspect of the process. After unsuccessful attempts to secure interns, the team contacted a number of professionals on MnSCU campuses to revisit promotion strategies. These professionals were very clear that making personal contacts with appropriate faculty is a highly successful approach, but it is labor intensive and difficult to scale. Additional team research identified LinkedIn University as having a great deal of potential. (See Appendix M, pg. 67, for more information.) The MnSCU system appears to be a step or two behind other colleges and universities at using LinkedIn University. In fact, getting MnSCU up to speed in using this tool could be another Luoma project.

And, as team members reflected on the pilot internship program, it identified the following additional lessons learned:

- Internship experiences should coincide with the academic calendar. This allows interns to:
 - Incorporate their internship experiences into their class schedules.
 - Seek college credit for their internship experiences.
 - Recruiting should coincide with the registration calendar.
 - Students typically look for internship opportunities one semester in advance.
 - Spring internship opportunities should be posted by the end of August.
 - Marketing endeavors should concentrate on optimal opportunities and create value in the minds of interns.
 - Market internships at institutions with academic programs that align as closely as possible with the position description.
 - Continue to establish relationships with academic professionals to increase exposure of the Campus Service Cooperative and its opportunities.
 - Take advantage of social media and its viral nature when marketing internship opportunities.
 - Market internship experiences to appeal to what interns seek in an internship, such as opportunities for full-time employment, learning about their field from a real-world perspective, professional references, challenging assignments, flexible working conditions, competitive compensation, and networking opportunities.
-

Evaluating the Pilot Internship Program

As the pilot internship program progressed, Ryan Huss and Haynes Cooney, IBM consultants at the CSC (and subject matter experts that were available to the team) took the team's research and recommendations and modified the position descriptions, reviewed recruitment efforts, created selection documents, and tailored documents and procedures to facilitate the hiring process. (See Appendix K for this document. Please note that the supporting documents – e.g., intra-agency agreement, student contract, etc., are not included.) Outcomes of this collaboration included:

- Development of the following internship program guidelines:
 - Creating an internship position description
 - Promoting internships and recruiting candidates
 - Interviewing and selecting candidates
 - Hiring candidates
 - Supervising candidates
- Creation of the following hiring documents:
 - Student Intern Contract
 - Intra-Agency Agreement Template

What the Team Learned

As Ryan, Haynes, and the team members evaluated the pilot internship program, the following became evident:

- Interview guidelines needed to be expanded upon.
 - Onboarding guidelines needed to be developed and communicated.
 - Learning assessment guidelines needed to be developed and communicated.
 - Intern separation guidelines need to be developed and communicated.
-

Acquiring Pilot Intern Feedback

One of the team's objectives was to interview the pilot interns in order to get feedback on the pilot program (see Appendix L: Interview Summaries). The interviews took place in February 2014. They revealed that the interns were frustrated with the lack of clarity about their responsibilities, the absence of a supervisor, and lack of an evaluation process. Based on their responses, the team added and fleshed out some of the subsequent steps in the process.

What the Team Learned

An engaged intern supervisor is critical to a successful internship experience. The supervisor should participate in all aspects of the internship, including:

- Participating in the application, screening and interview process.
 - Conducting the orientation.
 - Developing the intern's work plan.
 - Establishing effective methods of communication.
 - Having a flexible schedule of availability.
 - Periodically evaluating performance. A key focus of these meetings should be the intern's learning.
-

Progress Report to the CSC Leadership

As the due date for this report approached, Jason advised the team to have a conference call with the IBM consultants to review the draft of the initial steps of the internship experience – creating the position description, promoting the internship and recruiting candidates, selecting and interviewing candidates, and hiring and onboarding the intern – and identify any remaining work. During this conference call, the team reviewed the document (Appendix K) created by Ryan and Haynes and mapped out a plan of attack for filling the remaining holes.

Finalizing and Presenting the Plan to the CSC Leadership Committee

The most significant deliverable from this project is the comprehensive “Guidelines for Successfully Conducting an Internship with a MnSCU Student Intern.” (Appendix M) This document outlines suggested processes for every facet of the internship experience: creating the internship position description; promoting the position and recruiting candidates; selecting, on-boarding, and supervising the intern; and successfully concluding the internship. These guidelines can be used by any MnSCU site for certain types of MnSCU student internships.

At the end of May, Jason and Colin – unexpectedly for the team – left the CSC. The team reached out to Anita Rios and Sue Applequist for guidance on how to proceed. They determined that the team would not present to the CSC Leadership Committee. However, they have each expressed a commitment to ensuring that the team’s work gets used.

What the Team Learned

A number of times during this project the team was reminded of the importance of asking for help when it is needed. When the team suddenly lost its contacts at the CSC, the team reached out to Sue Appelquist and Anita Rios to guide it through the remainder of the project.

Other Learning

Communication and Team Dynamics

As is probably typical of Luoma projects, the Team members and CSC contacts were geographically dispersed. The Team decided at the outset that it would meet at least once at each of the members’ campuses, at the CSC as required, and conduct the remaining meetings via conference call. Happily, the team had very few problems with communication logistics.

The DiSC work that the team did during its first Luoma session was a great framework to use when talking about how its members like to work. It also promoted relationship development between members, because the team had something in common discuss. For example, near the end of each meeting, Melissa would remind the team of her need to be assigned tasks and a deadline before the meeting concluded.

The team set expectations and some ground rules for communication right away. However, it soon recognized that it was encountering some problems:

- Differing perspectives regarding professional and interpersonal boundaries were having an unfavorable impact on its members’ ability to communicate with each other.

- Competing demands were affecting the relative importance and urgency of project responsibilities.
- Communication limitations (due in no small part to the fact that the members were geographically dispersed) were making it difficult to address these issues and reach agreement about how to resolve them.

The team did attempt to resolve the issues, of course. And the Action Learning model gave it a structure in which to do this. The team members:

- Individually examined their own thoughts and feelings to make sure they were not intolerant or over-reacting to the problems,
- Attempted to understand the different agendas, styles and attitudes of the others,
- Reflected upon how behavioral styles contributed to the situation,
- Challenged one another on their thought processes and emotions, and
- Attempted to confront the situation in a thoughtful manner and make adjustments a number of times.

However, after multiple unsuccessful attempts, the team contacted Anita to help it resolve the problem. She counseled the team, but also was very clear that the members had to make their own decision about how to proceed, and she supported the decision that the team ultimately made.

Using the Action Learning Model

One of the challenges for the team in using the action learning model is that there is no project manager, especially since the team members all are accustomed to working on projects that have a manager. The team managed pretty well, however, by adopting a meeting format in which – at the end of the meeting - it would recap each team member's task(s) and the associated deadline(s).

The team also faced the usual challenge of not letting the project overshadow the learning. And the recommended meeting format felt awkward at first, due in part to the fact that it was not always easy for the Learning Coach to intervene and end discussion related to the project and devote time to reflecting on the learning. The reflective inquiry that is so important in the model began to feel pretty natural fairly quickly, though. And while the team didn't adhere strictly to all of the parameters of the model, its members all became pretty good at asking questions, allowing time for consideration and thoughtful answers, and reflecting on the learning together. In fact, this model is probably the reason that the team has arrived at what it hopes will be an unconventional final presentation at the concluding Luoma session.

Appendices

Appendix A: Project Charter for the CSC Student Internship and Development Program



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A. General Information

Project Title:	Campus Service Cooperative (CSC) Student Internship and Development Program		
Brief Project Description:	The Luoma Leadership Team will develop a Student Internship and Development Plan for MnSCU’s Campus Service Cooperative (CSC). The plan will include tools and implementable steps to recruit students, secure faculty support, ensure intern skill levels and vocational objectives match CSC opportunities, and provide lasting development for the intern.		
Prepared By:	Brady Prenzlou		
Date:	September 6, 2013	Version:	5

B. Project Objective

One of the recommendations made in “Charting the Future” is to “Expand students’ applied learning opportunities aligned with industry recognized competencies such as apprenticeships, work-related or on-the-job training, internships or dual training models.” (See page 2 of ["Charting the Future: Draft Report of the Strategic Work Groups"](#) .) Internships at the CSC will provide students with a unique opportunity to participate in the transformation of some of MnSCU’s own processes. The Chancellor has also made internal development of leaders an area of focus. This project will result in an executable plan for offering applicable interpersonal, technical, and administrative internship opportunities at the CSC; while providing project team members a venue in which to hone their leadership skills.

Finally, while development of an internship program for multiple MnSCU business units is outside the scope of this project, it is worth noting that this program could be foundational for internships in other areas of MnSCU.

C. Assumptions

- The necessary resources will be available during the development of the internship program.
- The CSC will have the capacity to execute the recommended plan.
- The Luoma team members will dedicate sufficient time to the project - i.e., averaging about 16 hours per month.

D. Project Scope

In Scope:

- Identifying key stakeholders and communicating regularly with them.
- Researching similar programs with proven success histories.
- Defining internship activities and developing an intern recruitment, on-boarding, supervision, and separation plan that conforms to best practices.
- Recruiting preliminary pilot interns to serve as initial workers and source of plan feedback.
- Vetting the proposed plan with stakeholders and securing endorsement.
- Presenting the plan to decision makers within MnSCU.
- Presenting the plan at the second Luoma Academy.

Out of Scope:

- Executing the plan.
- Standardizing the internship process across campuses.
- Promoting the plan after the Luoma presentation.
- Developing a plan that works for multiple MnSCU system business units.

E. Project Milestones

Milestones	Deliverables	Date
Complete initial meetings with CSC leadership team.	Finalized project charter	09/06/13
Finish researching similar programs with proven success histories.	Research reports	09/15/13
Define the responsibilities associated with the internship position.	Internship position description	10/01/13
Recruit two pilot interns.	Interns begin working at CSC	Beginning of spring 2014 term
Check-in with pilot interns. Identify and make any necessary changes to their program.	Feedback and change implementation report	02/14/14
Acquire and evaluate feedback from pilot interns.	Feedback report	03/01/14
Update CSC Leadership on progress of project.	Presentation	04/07/14
Develop an intern recruitment, on-boarding, supervision, and separation plan that is endorsed by the key stakeholders. This plan will include intern learning outcomes and assessment methods.	Finalized plan	05/31/14
Present plan to CSC Leadership Committee.	Finalized plan	06/02/14
Present plan at second Luoma Academy.	Presentation	July 2014

F. Impact Statement

Systems / Units Impacted	Potential Impact
Campus Service Cooperative	<ul style="list-style-type: none"> • Shifting of some work from staff to interns • Additional work for staff that execute the internship plan
MnSCU	<ul style="list-style-type: none"> • An increased number of students participating in internships • Internal leadership development • A best-practices based internship "template" that can potentially be used across multiple MnSCU business units
Faculty and other campus internship managers	<ul style="list-style-type: none"> • Additional "real world" opportunities for students • A best-practices based internship "template" that can potentially be used across campuses
Students	<ul style="list-style-type: none"> • "Real world" educational opportunities that are based on best-practices in internships • Opportunities to build relationships with potential future employers • Opportunities for students to interact with, and learn from, industry leaders
Itasca Project Partners (Cargill, United Health Group, McKinsey & Company, US Bank, Associated Colleges of the Twin Cities, Minnesota Department of Administration)	<ul style="list-style-type: none"> • Opportunities for industry leaders to interact with exceptional MnSCU students

G. Roles and Responsibilities

Sponsor: Jason Cavallo

Provides overall direction on the project. Responsibilities include: approving the project charter, securing resources for the project, keeping abreast of major project activities, making decisions on escalated issues, and assisting in the resolution of roadblocks.

Action Learning Coach: Erin Daly

Focuses on the learning of the group. Does not work on the problem during the meeting, but asks questions only. Manages project logistics – e.g., meeting times and locations, communication with sponsor, etc.

Team Members:

Dan Elliott

Melissa Leimbek

Brady Prenzlou

Gwen Westerman

Work on the deliverables of the project. Responsibilities include: understanding the work to be completed, doing research, gathering and analyzing information, communicating with key stakeholders, interacting with the project team and sponsors to accomplish the project.

Customer: Colin Dougherty (representing the CSC)

The person (or unit) requesting the deliverable. Responsibilities include: partnering with the sponsor or project team to create the project charter, signing off on the project charter, approving any changes to the charter, taking ownership of the deliverables.

Subject Matter Experts:

- IBM consultants
- Other staff at the CSC to be determined
- The Luoma action project advisory group members: Sue Appelquist, Associate Vice Chancellor, Human Resources; Steve Frantz, System Director, Student Affairs; Deb Kerkaert, CFO Southwest State University; Chris Halling, System Director, Financial Aid
- The Itasca partners: Executives from Cargill, United Health Group, McKinsey & Company, US Bank, Associated Colleges of the Twin Cities, Minnesota Department of Administration

Provide expertise on a specific subject. Responsibilities include: providing expertise to the project team related to CSC work.

H. Resources

Resource	Constraints
Jason Cavallo	Limited time
Colin Dougherty	Limited time
IBM consultants, other CSC staff	Limited time
CSC Leadership Committee	Limited time
Itasca partners	Limited time
President who sits on CSC Leadership Committee, to be determined	Limited time

I. Project Risks

Risk	Mitigation Strategy
Scope Creep	<ul style="list-style-type: none"> • Strict adherence to project charter • Regular stakeholder communication • Documentation of discussions • Creation of detailed objectives, with assignment of task owners and timelines
Campus resistance – e.g., by faculty, others who manage internships	Regular stakeholder communication to secure endorsement prior to finalization of plan
Insufficient resources for plan execution	Regular communication with key CSC stakeholders and others (to be determined) to secure necessary resources prior to finalization of plan
Lack of student interest	Outside of scope
Ineffective supervision of interns	Creation of position descriptions and training and support plan for those who supervise interns

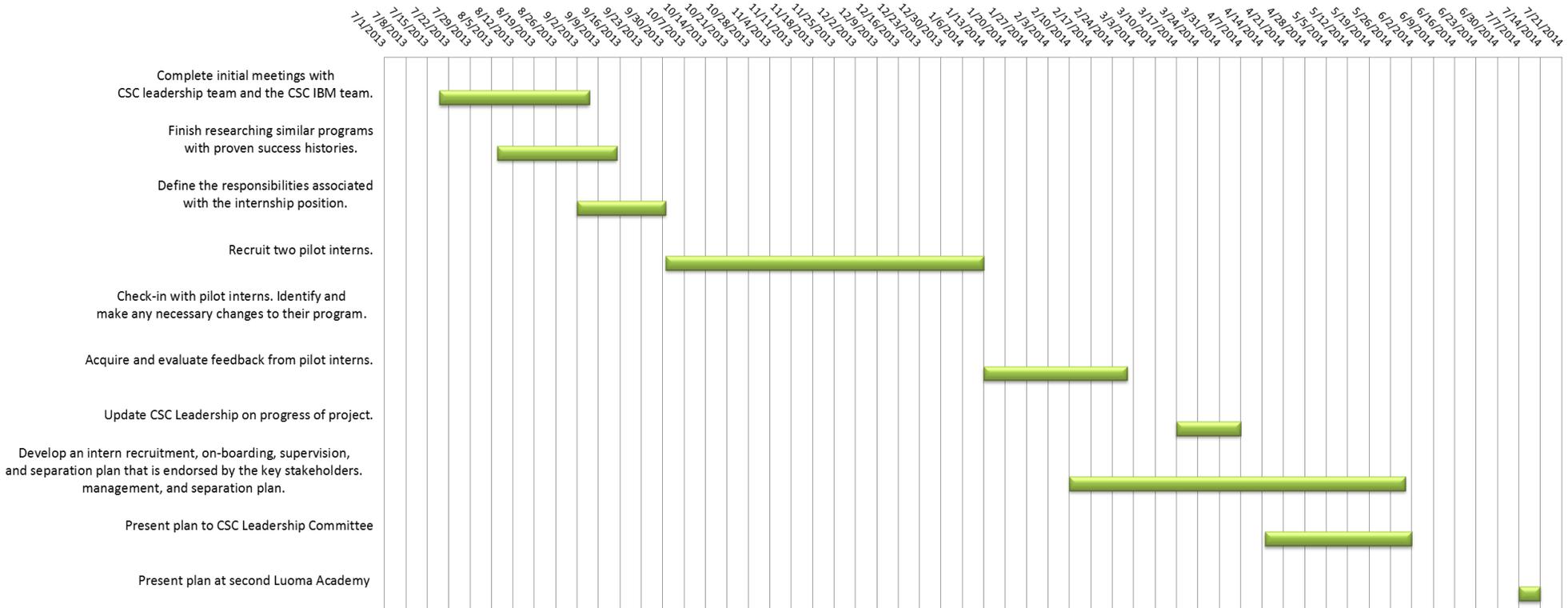
J. Success Measurements

- 100% endorsement of internship plan by key stakeholders
- All deliverables completed and handed over on time
- Pilot interns self-report achievement of learning outcomes

K. Signatures

Name	Signature	Date
Colin Dougherty (Customer)		
Jason Cavallo (Project Sponsor)		
Erin Daly (Learning Coach, on behalf of project team)		

Campus Service Cooperative (CSC) Student Internship & Development Program



Appendix B: First Draft of Internship Development Recommendations

Research: Internship Development

Introduction

A well-established internship program:

- Understands how the role of the internship correlates to the success of the business.
- Includes staff members in the development of the internship program and shows staff members how they can benefit from the program.
- Involves several individuals in operating the internship program.
- Ensures all internship program policies and guidelines are clearly written and easily accessible.

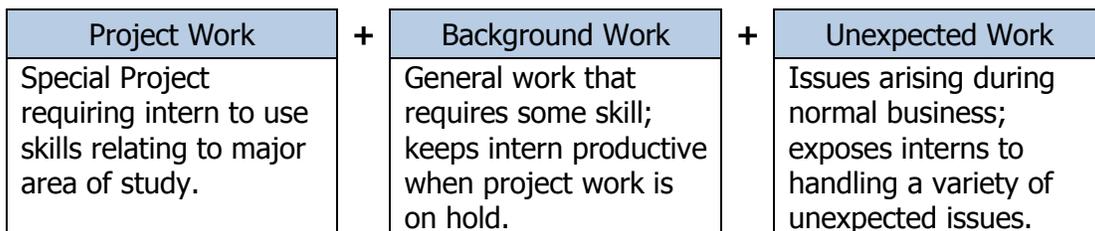
Planning Questions¹

Sample questions to ask when developing an internship:

- What does the organization hope to achieve from the internship program?
- Is the organization searching for future employees? How will the frame of the internship develop and determine future employees?
- What talents, academic background and experience do you want in an intern? What prior qualifications and experience are required or beneficial?
- Who will be primarily responsible for the intern(s)? Will that person be a mentor, supervisor, or both?
- What projects or activities will the intern(s) work on? Be as specific as possible. Interns desire structure and meaningful work.
- What recruitment efforts will be implemented?

Internship Experience²

Structure the internship for three types of work, so the intern can remain challenged and has a well-rounded learning experience.



Interns are often utilized to³

- Assist more experienced employees.
- Complete short-term assignments when hiring an additional full-time employee is not practical.
- Assist during peak periods of work.
- Act as technical assistants on research teams.

Internship Period⁴

Schedule the internship to meet the needs of the experience provider and the intern.

Project-Related	Involves specific, short-term projects completed within an established timeframe. It is important for the intern to explore other aspects for personal development.
-----------------	--

OR

Multi-Year or Semester	Provides ample time to accomplish goals and complete projects. Schedules are less flexible due to additional intern educational commitments.
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OR

Summer	Schedules are likely more flexible. It is important to retain the intern long enough to create mutual value.
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OR

Telecommuting	May increase candidate pool and improve chances of finding the ideal candidate. Allows for more flexibility, addresses intern challenges(e.g. transportation, housing)
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Internship Compensation⁵

- Be aware of the U.S. Fair Labor Standards Act and if it applies to the internship:
<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>
- Paid internships create ownership in the program by both the experience provider and the intern.
- Paid internships create interest in the position and improve chances of finding ideal candidates.
- Wages, and other forms of compensation, are usually determined in advance and are non-negotiable.

Internship Legal Issues⁶

- Review workers' compensation and unemployment compensation requirements.
- Review appropriate workplace behavior and harassment policies.
- Regulations pertain to international students.
- Liability.

Internship Position Description⁷

Include the following in an internship position description:

- Explain the organization's goals and mission.
- Outline the responsibilities and potential tasks/projects of the internship.
- Illustrate the necessary skills, qualifications, educational level, and major.

- Clarify the duration of the internship (e.g. hours required, flexibility of work schedule, start and end date).
- State the compensation package (e.g. academic credit, scholarship, tuition reimbursement, pay).
- Indicate the work location and whether telecommuting is an option.
- Contain a statement about whether there is a realistic possibility of the internship developing into a permanent position.⁸
- Specify how to apply.

Internship Recruitment Methods^{9,10,11}

- Develop relationships with local recruitment resources.
- Promote the program with university career and internship centers; meet with university internship directors.
- Attend internship and job fairs.
- Send materials to student organizations.
- Advertise in academic locations.
- Develop an internship website and solicit university and internship centers to link to the site.
- Offer internship presentations at faculty meetings.
- Collect intern testimonials and quotes from industry experts to place in future recruitment materials.
- Target potential industries you would like to partner with for future internship opportunities.

Internship Interviews¹²

Consider the following when interviewing candidates:

- Skills and qualifications.
- Relevant coursework or class projects which relate to internship responsibilities.
- Other internships or work experiences.
- Extracurricular activities (e.g. leadership positions).
- Honors and achievements.
- Writing skills.
- Specific talents indicated during the interview process (e.g. sound verbal communication skills).

Internship Roles and Responsibilities¹³

Intern's Responsibilities:

- Share current trends with the organization.
- Strength cooperation with the professional community.
- Meet regularly with the experience provider and reflect upon the internship experience.

Experience Provider's Responsibilities:

- Facilitate an orientation program (e.g. help make the transition to the workplace as easy as possible).
- Meet regularly with the intern to monitor progress and provide constructive feedback (e.g. learn how the intern's work is contributing to the organization, evaluate strengths, discuss development, provide insight).
- Discuss career options and professional development with the intern (e.g. expose to professional development activities).
- Serve as a positive role model (e.g. cultivate professional work habits).

- Update the internship coordinator on the status of the intern's work performance.
- Evaluate the intern's work performance.
- Ensure a physically and emotionally safe work environment for the intern.

Internship Coordinator's Responsibilities:

- Facilitate the internship process (e.g. position descriptions, recruitment methods, evaluation methods).
- Assist the intern in establishing solid learning objectives.
- Monitor progress through communications or site visits.

Internship Orientation¹⁴

Typical orientation programs include the following:

Prelude

- Activate Computer Login, Card Access, E-mail Account
- Arrange Parking and Welcome Activity
- Notify Staff of Intern's Pending Arrival

1. Review of the organization and department mission

- History, Services, Culture, Values
- Organizational Chart

2. Explanation of need-to-know items

- Parking
- Work Station Location
- Amenities (e.g. restrooms, water fountains, break room)
- Policies (e.g. smoking, access, appearance, attire)
- Expectations (e.g. attendance, performance, conduct)
- Work schedule (e.g. office hours, breaks, lunches)
- Use of Equipment (e.g. copy machine, phone, internet)

3. Explanation of benefits

- Compensation
- Career Guidance
- Job References

4. Review of the internship

- Position Description
- Action Plan
- Expected Results
- How the Responsibilities Relate to the Organization's Mission

5. Review of the organization's work process

- Resources and Clerical Support
- Job Authority and Responsibility
- Communication (e.g. addressing conflict, soliciting support, communicating updates)
- Meetings (e.g. frequency, duration)

6. Orient to the work area
 - Facility Tour
 - Introduce to Staff Members (e.g. explain work relationship, provide a sketch of workstations and the name and title of each person)

Internship Development (Soft Skills)

TBD

End notes:

- ¹ The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (p. 6). Retrieved August 30, 2013, from <http://www.internne.com>
- ² The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (p. 7). Retrieved August 30, 2013, from <http://www.internne.com>
- ³ Kluttz, L., & Salvetti, C. (2004). *The SHRM Guide to Organizing an Internship Program* (p. 15). Retrieved August 30, 2013, from http://www.shrm.org/education/hrededucation/documents/cms_019708.pdf
- ⁴ The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (pp. 7-8). Retrieved August 30, 2013, from <http://www.internne.com>
- ⁵ The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (p. 8). Retrieved August 30, 2013, from <http://www.internne.com>
- ⁶ True, M. *Starting and Maintaining a Quality Internship Program* (pp. 9 - 10). Retrieved August 30, 2013, from <http://www.messiah.edu/info/200543/employers>
- ⁷ The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (pp. 14 - 15). Retrieved August 30, 2013, from <http://www.internne.com>
- ⁸ Chartered Institute of Personnel and Development. *Internships that Work: A Guide for Employers* (p. 4). Retrieved August 30, 2013, from <http://www.cipd.co.uk/publicpolicy>
- ⁹ The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (p. 12). Retrieved August 30, 2013, from <http://www.internne.com>
- ¹⁰ True, M. *Starting and Maintaining a Quality Internship Program* (pp. 4-5). Retrieved August 30, 2013, from <http://www.messiah.edu/info/200543/employers>
- ¹¹ Brigham Young University. *Department Coordinator Handbook* (p. 8.1 – 8.5). Retrieved August 30, 2013, from <http://saas.byu.edu/intern/>

¹²The Intern Nebraska Program. *Employer's Guidebook to Developing a Successful Internship Program* (p. 15). Retrieved August 30, 2013, from <http://www.internne.com>

¹³Brigham Young University. *Department Coordinator Handbook* (p. 3.1 – 3.2). Retrieved August 30, 2013, from <http://saas.byu.edu/intern/>

¹⁴Kluttz, L., & Salvetti, C. (2004). *The SHRM Guide to Organizing an Internship Program* (p. 17). Retrieved August 30, 2013, from http://www.shrm.org/education/hrededucation/documents/cms_019708.pdf

Appendix C: Research: Other Colleges and Universities

Research: Metropolitan State University

Institute for Community Engagement and Scholarship (liaisons for internship sites and the university)
651-793-1285

Duration

- Can run for 180 days.
- Minimum of 40 hours for each semester credit earned.

Compensation

- Negotiated between sponsoring site and the intern.

Academic Credit

- Faculty liaisons in each academic discipline oversee the academic component.
- Depends on the college; guidelines available at:
<http://www.metrostate.edu/msweb/community/ices/intern/department.html>

Academic Policy

- Current student with a minimum cumulative 2.0 GPA

Tuition

- Same as for other learning strategies and courses.

Academic Internship Information Sessions

October 9	11:30 AM – 12:30 PM	Saint Paul Campus, Room SJH L7
November 6	4:30 PM – 5:30 PM	Midway Campus, Room 12
December 4	11:30 AM – 12:30 PM	Saint Paul Campus, Room SJH L7
December 4	4:30 PM – 5:30 PM	Midway Campus, Room 12

Deadlines for Academic Internship Registration

- Fall 2014, Monday, October 14, 2013.
- Spring 2014, Saturday, March 1, 2014
- Summer 2014, Wednesday, June 11, 2014

Advertising and Internship

- Go to the following site to advertise an internship: <https://metrostate-csm.symplicity.com/employers/index.php?cck=1&au=&ck>

Research: Minnesota State University, Mankato

Career Development Center

Deenna Latus, Assistant Director
507-389-6061
deenna.latus@mnsu.edu

Career and Internship Expo

- Wednesday, October 23, 2013 (Business, Communications, Human Services) from 9:30 AM – 2:30 PM. Employers are already posting internship positions for the summer of 2014.

Advertising and Internship

- Go to the following site to advertise an internship: <http://www.mnsu.edu/cdc/mavjobs/>

Conversation with Deenna (9-25-13)

- Positions can be posted at no cost on MavJobs.
- The CSC can search resumes posted online for qualified candidates and encourage the candidates to apply.
- The number of internship hours required for each credit hour differs by department (e.g. 30 hours = 1 credit, 300 hours = 1 credit).
- The student is responsible for discussing internship opportunities with Internship Coordinators (within each university department) and qualifying for course credit.
- The time spring semester internships should be finalized is the middle of November.
- When interns are paying tuition for the credit hours of their internship, few will want to be compensated for less than the cost of the credit hours.
- When interns are conducting an internship for a university department, the university treats the intern as a student employee (student employee policies apply).

College of Business

Miles Smayling, Management Internship Director
507-389-1194
miles.smayling@mnsu.edu

Internship Information

- <http://www.intech.mnsu.edu/mgmtintern/index.htm>

Duration

- Start and end dates are arranged between the intern, employer, and coordinator.

Compensation

- Negotiated between sponsoring site and the intern.

Academic Credit

- Must work approximately 40 hours for each semester credit earned.
- Enroll in Management 497 (general management option) or Management 498 (human resource management option).
- Faculty liaisons in each academic discipline oversee the academic component via D2L.

Academic Policy

- Current student with a minimum cumulative 2.7 GPA

Tuition

- Same as for other learning strategies and courses.

College of Science Engineering Technology

Mahbubur Syed, Computer Information Science Internship Director

507-389-3226

Mahbubur.Syed@mnsu.edu

Internship Information

- <http://cset.mnsu.edu/ist/internships>

Duration

- Start and end dates are arranged between the intern, employer, and coordinator.

Compensation

- Negotiated between sponsoring site and the intern.

Academic Credit

- Must work approximately 160 hours for each semester credit earned.
- Enroll in IT 497 (undergraduate option) or IT 597 (graduate option).

Tuition

- Same as for other learning strategies and courses.

Appendix D: Research: MnSCU Career Centers/Career Development Offices

Overview

There is no single communication tool or posting tool within the 31 institutions. Each Career Office, has developed different processes and tools to support their students. There are however, small consortiums within the 2 year and 4 year schools, but the totals of consortium participants do not include all 31 institutions.

Seven State Universities

Each State University has a Career Center/Development office to support students. These offices vary in staff and process.

Similarities within the State Universities

- You must go to each individual university to post a position for jobs or internships
- The Career Centers maintain general posting sites (weblinks) for employers to post their own positions
- Internships for credit are facilitated through each individual department via the Faculty Contract
- Each school hosts 1-2 career fairs each year
- MnSCU State University directors meet monthly to discuss policy, coordination and share best practices
- No listserv available
- Link on MnSCU Site to individual schools:
<http://www.mnscu.edu/business/recruitment/index.html>

Differences across the State Universities

- There is not one common posting site
- Currently, one university has a liaison for internships between Career Centers and academic departments to facilitate conversations with businesses (SCSU)
- All other universities have this component built into jobs but this is not their sole responsibility
- Bemidji, Winona, Moorhead & Southwest use <http://www.landit.org/> for postings (ability to create one profile to produce on each site- Consortium posting)
- Mankato, St. Cloud & Metro use NACE (manually must post on each site)

24 Community & Technical Colleges

Each school has a Career Center/Development office to support their students. Colleges with multiple campuses likely, have one career center between their multiple campuses. Each school varies on how they staff and serve students.

- Link to post jobs across MnSCU community and technical colleges:
<http://www.mnscu.edu/business/recruitment/jobsubmit/>
- 2 year metro consortium (St Paul College, Century, HTC, MCTC, SCTCC, ATC, NHCC, DCTC, IHCC)
- Most on College Central Network
- Must post to each school through the site is the same www.collegecentral.com
- Most schools do not have a full time position that deals with internships and job postings

Different MnSCU sites and their Internship descriptions

- SCSU: <http://www.stcloudstate.edu/careerservices/internships/preparation.asp>
- Mankato: http://www.mnsu.edu/cdc/students/jobs_and_internships/
- Winona (they have a site for every department on campus that houses an internship)
<http://www.winona.edu/career/Internships.asp>
- Metro State: <http://www.metrostate.edu/msweb/community/ices/intern/index.html>
- Bemidji State: <http://www.bemidjistate.edu/students/services/career/internships/>
- Southwest State University, Moorhead
<http://www.mnstate.edu/career/internships.aspx?terms=internships>

Appendix E: Research: Internship Compensation Summary

Fair Labor Standards Act

Non-profit employers (i.e. MnSCU) are exempt from internship standards listed within the Fair Labor Standard Act. Compensation is not required.

"In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit)."

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

Minnesota Work Study Funds

Minnesota work study funds may be used to fund internship positions. The amount of funding depends on the amount of money made available to the System Office.

"Some work study positions can be structured as internships that allow students to learn as they earn by working in jobs directly related to their field of study. Internships may take place in both the public and private sectors."

Source: <http://www.ohe.state.mn.us/mPg.cfm?pageID=1300>

Federal Work Study Funds

Federal work study funds may be used to fund internship positions. The amount of funding depends on the amount of money made available to the System Office.

"A student may earn academic credit as well as compensation for federal work study jobs. Such jobs include but are not limited to internships, practica, or assistantships (e.g., research or teaching assistantships)."

Source: <http://www.ifap.ed.gov/sfahandbooks/attachments/0607Vol6Ch2OperatingFWS.pdf>

Student Employee Funded

Interns may be classified as student employees for the duration of their internships. If applicable, Minnesota work study or Federal work study funds may be used. Student employment payroll pay classification schedules and policies of the employer would apply.

Source: <http://www.mnscu.edu/board/policy/4-05.pdf>

International Students as Interns

International students being compensated for an internship position must complete Curricular Practical Training (CPT) or Optional Practical Training (OPT). CPT and OPT are internship specific and cannot be awarded until an internship offer is secured. The internship has to be directly associated with the international student's curriculum (e.g. academic credit is given). CPT or OPT approval can take up to four weeks.

Sources:

<http://www.ice.gov/sevis/practical-training/>

<http://www.uis.edu/career/wpcontent/uploads/sites/114/2013/04/hiringinternationalstudents.pdf>

MnSCU Agreement for Non-Funded Internships

MnSCU has an agreement template for use between MnSCU and facilities which provide training experiences. The agreement could be modified (upon legal review) to address a non-funded internship between MnSCU (i.e. CSC) and the intern.

"The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for the student of the College/University and to identify the responsibilities of the College/University and the Facility."

Source: <http://www.finance.mnscu.edu/contracts-purchasing/contracts/forms/> (document numbers 33)

MnSCU Agreement for Funded Internships

MnSCU has an agreement templates for use between MnSCU and independent contractors which could be modified (upon legal review) to providing financial compensation for the relationship between MnSCU (i.e. CSC) and the intern.

Source: <http://www.finance.mnscu.edu/contracts-purchasing/contracts/forms/> (document numbers 2 and 3)

Appendix F: Research: Contractual Issues

STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES
[Insert name of College/University]

MEMORANDUM OF AGREEMENT
FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of __[fill in name of College/University], [fill in city where College/University located], Minnesota (“the College/University”) and __[Facility Name]_____, __[City]_____, __[State]_____ (“the Facility”). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for the student of the College/University and to identify the responsibilities of the College/University and the Facility.

A. THE PARTIES UNDERSTAND THAT:

1. The College/University has a(n) [fill in name of program] Program (the “Program”) for qualified students enrolled in the College/University; and
2. The College/University has been given authority to enter into Agreements regarding academic programs; and
3. The Facility has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and
4. It is in the general interest of the Facility to provide a training site where College/University students can learn and develop skills and qualifications needed to achieve the student’s occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
5. The College/University and the Facility want to cooperate to furnish a training experience at the Facility for students of the College/University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY

1. The College/University agrees to:

- a. make arrangements with the Facility for a training experience at the Facility that will support the student’s occupational goals and meet any applicable Program requirements.
- b. make periodic visits to the Facility’s training site to observe the student or receive periodic reports from the Facility and/or the student, and discuss the student’s performance and progress with the student and any site supervisor at the Facility, as needed.
- c. discuss with the Facility any problems or concerns arising from the student’s participation.

- d. notify the Facility in the event the student is no longer enrolled in the Program at the College/University.
- e. keep any necessary attendance and progress records as set forth in the College/University attendance policy.
- f. assist in the evaluation of the student's performance in the training experience.

2. The Facility agrees to:

- a. cooperate with the College/University in providing a mutually agreeable training experience at the Facility that supports the student's educational and occupational goals.
- b. consult with the College/University about any difficulties arising at the Facility's training site that may affect the student's participation.
- c. assist in the evaluation of the student's performance and provide time for consultation with the College/University concerning the student, as needed.
- d. sign the weekly work report to verify the student's attendance.

3. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

4. TERM OF AGREEMENT

This Agreement is in effect from (Month/day) , 20 (Year) or when fully executed, and shall remain in effect until (Month/day) , 20 (Year). This Agreement may be terminated by giving at least seven (7) days' advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

5. FINANCIAL CONSIDERATION

- a. The College/University and the Facility each agree to bear their own costs associated with this Agreement and that no payment is required by either College/University or the Facility to the other party.
- b. The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its customers pursuant to this Agreement.

6. CHANGES OR ADDITIONS TO THE AGREEMENT

Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

7. ASSIGNMENT

Neither the College/University nor the Facility shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

8. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is

responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

9. **MINNESOTA GOVERNMENT DATA PRACTICES ACT**

The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 [“the Act”]) that classify the College/University’s written and electronic information as public, private or confidential. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the Facility receives a request from a third party for any data provided to the Facility by the College/University, the Facility agrees to immediately notify the College/University. The College/University will give the FACILITY instructions concerning the release of the data to the requesting party before the data is released and the Facility agrees to follow those instructions.

10. **STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT**

The student assigned to a training experience/internship at the Facility shall be required to sign a Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and made part of it) before the student begins the training experience/internship at the Facility.

11. **NON-DISCRIMINATION**

The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran’s status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

In signing this Memorandum of Agreement, we agree to work together to assist the student in learning and/or applying the tasks and skills identified. We understand that the Individualized Training Plan for the student can be modified or dissolved at any time upon the mutual agreement of the Facility and College/University.

FACILITY

Name: _____

Authorized Facility Representative

Title: _____

Date: _____

Minnesota State Colleges and Universities
[INSERT NAME OF
COLLEGE/UNIVERSITY]

Name: _____

Dean: _____

Date: _____

AS TO FORM AND EXECUTION

By: (authorized College/University
signature)

Title: _____

Date: _____

ATTACHMENT A
STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

Name of College/University: _____

Name of College/University Program (“the Program”): _____

Type of Training Experience/Internship: _____

Dates of

Training/Internship: _____

Student’s Name: _____ **Phone #:** _____

Average number of hours to be worked by the Student each week: _____

Facility Name and Address: _____

Location Where Training will Occur (if different from Facility’s Address above):

Facility Representative’s Name: _____ **Phone #:** _____

Activities/Job tasks and skills the Student will learn:

Tools and Equipment the Student will use:

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/ internship at the Facility, the Student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility's training site. The Student will promptly notify the Facility's training site if unable to report. The Student's placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at the College/University.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating College/University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
5. Consult with the College/University instructor/lab assistant about any difficulties arising at the Facility's training site; and
6. Be present at the Facility's training site on the dates and for the number of hours agreed upon; and
7. Not terminate his/her participation in the training experience at the Facility without first consulting with the College/University's instructor/lab assistant.

The Student also understands and agrees that:

- a. placement and participation in this training experience is not employment with the College/University or Facility;
- b. the Student is not covered by the College/University worker's compensation coverage; and
- c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future

employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student's Signature: _____

Student's Name (please print): _____

Date: _____

Name of Student's Parent (required for students under 18 years of age) (please print):

Parent's Signature: _____

Date: _____

_____[Name of Institution]_____, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.

Appendix G: Posting Websites for Each Institution

Institutions	Leadership Committee	Posting Website
Alexandria Technical and Community College		college directs students to internet job search sites (e.g. Monster, Career Builder)
Anoka-Ramsey Community College		collegecentral.com/anokaramsey
Anoka Technical College		collegecentral.com/anokatech
Bemidji State University		
Central Lakes College		clcmn-csm.symplicity.com
Century College	Y	collegecentral.com/century
Dakota County Technical College		collegecentral.com/dctc
Fond du Lac Tribal and Community College		college directs students to internet job search sites (e.g. Monster, Career Builder)
Hennepin Technical College		collegecentral.com/hennepintech
Hibbing Community College		employer contacts career center to add posting to college's website
Inver Hills Community College	Y	collegecentral.com/inverhills
Itasca Community College		college directs students to internet job search sites (e.g. Monster, Career Builder)
Lake Superior College		employer contacts career center to add posting to college's website
Mesabi Range Community and Technical College		college directs students to internet job search sites (e.g. Monster, Career Builder)
Metropolitan State University		
Minneapolis Community and Technical College		minneapolis-csm.symplicity.com
Minnesota State College - Southeast Technical		college directs students to internet job search sites (e.g. Monster, Career Builder)
Minnesota State University, Mankato	Y	
Minnesota State University Moorhead	Y	
Minnesota West Community and Technical College		minnesotaworks.net
Normandale Community College		employer contacts career center to add posting to college's website
North Hennepin Community College		collegecentral.com/nhcc
Northland Community and Technical College		college directs students to internet job search sites (e.g. Monster, Career Builder)
Northwest Technical College		employer contacts career center to add posting in college's office
Pine Technical College	Y	employer contacts career center to add posting to college's website
Rainy River Community College		no information found
Ridgewater College		collegecentral.com/ridgewater
Riverland Community College		riverland.edu/employer/new_emp.cfm
Rochester Community and Technical College		employer contacts career center to add posting to college's website
St. Cloud State University		
St. Cloud Technical and Community College		employer contacts career center to add posting to college's website
Saint Paul College		saintpaul-csm.symplicity.com/employers
South Central College	Y	southcentral-csm.symplicity.com
Southwest Minnesota State University		
Vermilion Community College		no information found
Winona State University	Y	

Appendix H: Recommendations for Pilot Interns

Suggested Targeted Internship Opportunities

Business Analyst/MIS Internship

Web Development/Communications Internship

Suggested Targeted Populations*

Junior level through Graduate Students currently enrolled at Metro State, St. Cloud State & Minnesota State, Mankato

Suggested January 2014 Internship

Start Date: January 20, 2014

End Date: May 2, 2014

Duration: 14 Weeks

Total Hours: 140 Hours

Hours: 10 Hours Per Week or as needed to meet needs of required hours

Additional Benefits: Free Parking

Suggested Implementation Timeline

Task	Date/Deadline	Notes
Post Internship Online	By October 14, 2013	Keep Open Until Filled
Conduct Interviews	November 11-November 15, 2013	
Extend Internship Offer	Week of November 25, 2013	Have Contract Written
Deadline for Received Contract	Monday December 16, 2013	Contract Signed
Discuss Start Date & Details	Week of December 16, 2013	

Suggested Compensation Information *(if compensation available)*

Hourly: \$7.25 per/hr. (min wage)

Stipend: Vary on budget and needs (may be under min wage, see attached Synopsis of Compensation)

Examples:

200 HRS	10 HRS/Week	\$1000	\$5 Per/HR	15 Weeks
150 HRS	10 HRS/Week	\$1500	\$10 Per/HR	15 Weeks

Semesters run roughly 16 weeks long. A student would likely start/end within a 16 week period if you are looking for a three month internship.

Suggested Contractual Agreement (Attached)

**With the permission of the CSC, we would like the opportunity to post these positions for you initially to better assess the process when making year end recommendations.*

CSC Student Intern Position Description

Responsibilities:

1. Assist OfficeMax and Campus Service Cooperative (CSC) IBM Team with new contract rollout and communication with individual schools
2. Interact regularly with MnSCU schools, with a strong focus in customer service
3. Coordinate with the appropriate Sales Representative, Customer Fulfillment Center and Customer Service Centers to research and resolve order discrepancies.
4. Coordinate on-site events, including product shows and web-based product training to promote and increase customer awareness of OfficeMax products and services.
5. Responding to customer inquiries and providing assistance as needed to ensure a positive customer experience with OfficeMax.
6. Demonstrate a commitment to OfficeMax core values of safety, integrity, process improvement and customer satisfaction.
7. The position responsibilities outlined above are in no way to be construed as all encompassing. Other duties, responsibilities and qualifications may be required and/or assigned as necessary.

Qualifications:

- Customer service experience, typically achieved with a minimum of one year experience in a customer service area
- Prefer knowledge of OfficeMax products and product ordering systems
- Candidate should be a student at a MnSCU school (College of Business preferred)
- Ability to use Microsoft Office Software and Internet Navigation skills are required

[Institution Name] Student Intern Contract

Specific Duties:

- All [Institution Name] interns are required to fulfill the following responsibilities:

SAMPLE TEXT BELOW

- Assist OfficeMax and Campus Service Cooperative (CSC) IBM Team with new contract rollout and communication with individual schools.
- Interact regularly with MnSCU schools, with a strong focus in customer service.
- Coordinate with the appropriate Sales Representative, Customer Fulfillment Center and Customer Service Centers to research and resolve order discrepancies.
- Coordinate on-site events, including product shows and web-based product training to promote and increase customer awareness of OfficeMax products and services.
- Responding to customer inquiries and providing assistance as needed to ensure a positive customer experience with OfficeMax.
- Demonstrate a commitment to OfficeMax core values of safety, integrity, process improvement and customer satisfaction.
- The position responsibilities outlined above are in no way to be construed as all encompassing. Other duties, responsibilities and qualifications may be required and/or assigned as necessary.
- [Institution Name] Student interns are subject to the Student Code of Conduct and other policies of the Institution, AND the policies, procedures, and work rules of the [Institution Name]. In the event the student intern demonstrates performance or behavioral issues needing to be addressed by the Institution’s officials, the [Institution Name] will immediately communicate with the Institution’s officials.

Time Commitment:

- Date Range
- XX hours per week for the duration of the contract

Compensation:

The Institution will compensate the student interns at the rate of \$X,XXX in the form of a stipend in the campus’ student payroll system. The student intern will be paid through the student payroll system and will be paid a lump amount bi-weekly.

.....

Print Full Name: _____

Tech ID: _____

Local Address: _____

State: _____ **Zip:** _____

Phone Number: _____

Student Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

.....

For Office Use Only

Name of Employing Department:

Fiscal Year:

Cost Center:

Object Code:

Dates of work: _____ Payment Amount: _____ Pay Date: _____

Appendix I: Interview Questions Developed by the CSC for the Office Max Intern Candidates

1. Why did you apply for this position? What attracted you to it?
2. The position involves working constructively with broad and diverse constituent groups, including CSC and IBM team members, Office Max representatives, and staff at all of our colleges and universities. What experiences do you have that would relate to working in a multi-dimensional work environment that demonstrate your ability to be successful in this position?
3. Exceptional customer service is a core competency needed in order to be successful in this position. Please give us a couple of examples from your current or previous work that demonstrates your exceptional customer service skills.
4. Describe a time where it was difficult for you to provide good customer service. What happened? How did you handle it? What would you do differently if a similar situation were to occur again?
5. How do you ensure your writing, speaking and interpersonal communication skills are effective? Which of these skills do you excel at most? Please describe.
6. Please tell us how you build and sustain trust and respect with your co-workers and others within your organization.
7. We are hoping to hire someone with knowledge of Office Max products and product ordering systems. Please describe your knowledge and experience with Office Max and/or product ordering systems.
8. Please describe your depth of knowledge and skill using Microsoft Office software and internet research.
9. Is there anything else you would like us to know about you and your ability to do this job?
10. Do you have any questions for us?

Appendix J: Sample Internship Position Descriptions

Business Analyst/MIS Intern

Company Description

The Campus Service Cooperative (CSC) is a strategic initiative in support of the MnSCU's goal of providing the highest value and most affordable option of higher education for the students of Minnesota. The CSC's tag line of "One Team, Many Campuses" is realized through its focus on efficient, high quality, and transformational delivery of services, while respecting the unique academic mission of each of MnSCU's 31 colleges and universities. The strategy includes two significant, transformational platforms: (1) shared service delivery in all support areas and (2) strategic sourcing of MnSCU's \$500+ million annual spend on purchased goods, services, and construction.

Job Purpose

The intern will provide assistance, and may act as a liaison, among MnSCU schools working with the Campus Service Cooperative and vendor partners. The intern will assist in the collection and analysis of data, review basic product needs, instructions, regulations, and document requirements. He/she will also assist in communicating the requirements to internal stakeholders.

Responsibilities

- Develop competitive and industry reports.
- Conduct market and supplier research.
- Communicate with contract vendors and campuses to develop and maintain database.
- Perform financial viability assessments, total cost analyses, and benchmark supplier rates and services.
- Review requests for proposals (RFPs), proposals, and participate in business development opportunities.
- Outline improvements and revisions for business processes with guidance from experienced colleagues.
- Assist in preparation for and conducting of contract negotiations with focus on financial terms and conditions.
- Analyze complex RFP responses.
- Construct detailed cost models/purchase price analysis of products and services.
- Prepare, negotiate and implement appropriate forms of contract and pricing commitments with suppliers.
- Perform basic risk assessments on suppliers and commodities.
- Assist in conducting supplier performance evaluations.
- Support development of supply chain management tools.
- Evaluate contract tools and methods.
- Conduct process improvement analysis.

Continued on the next page.

Qualifications

- Pursuing a degree in Management Information Systems, Finance, Supply Chain Management or other similar technical or business related field at a MnSCU institution
- Students who have completed more than half of their major's requirements are preferred
- Working knowledge of relevant software packages
- Ability to contribute to the facilitation of meetings
- Analytical skills
- Excellent written and verbal communication skills
- Experience with process flow diagrams
- Expertise with Microsoft Office Suite, including Access

Internship Duration and Compensation

- This internship will take place for twelve weeks during the fall or spring term, with the specific schedule to be determined by the intern and intern's supervisor.
- The intern will be paid a stipend over the duration of the internship.

Web Development/Communications Intern

Company Description

The Campus Service Cooperative (CSC) is a strategic initiative in support of the MnSCU's goal of providing the highest value and most affordable option of higher education for the students of Minnesota. The CSC's tag line of "One Team, Many Campuses" is realized through its focus on efficient, high quality, and transformational delivery of services, while respecting the unique academic mission of each of MnSCU's 31 colleges and universities. The strategy includes two significant, transformational platforms: (1) shared service delivery in all support areas and (2) strategic sourcing of MnSCU's \$500+ million annual spend on purchased goods, services, and construction.

Internship Purpose

The intern will assist in communicating recent activities, developments, and accomplishments of the Campus Service Cooperative initiative through both traditional and web-based methods.

Responsibilities

- Support development of comprehensive communication programs in support of CSC goals and initiatives as required on specific projects and strategies.
- Design, develop and maintain MnSCU web sites as well as additional Web sites serviced by the organization.
- Develop templates for use in dynamic Web delivery platforms or content management systems.
- Ensure that the layout and design of content is accessible, intuitive, and consistent.
- Conduct research and analysis on a continual basis to improve the usability, accessibility, functionality and interface design of all external and internal Web sites.
- Provide writing, planning and program management assistance in support of new initiatives.
- Serve as writer and/or editor for communications – e.g., publications, newsletters, articles for homepage – for internal use in support of an overall business strategy.
- Coordinate communication elements of business-wide projects/programs.

Qualifications

- Pursuing Web Development, Computer Science, MIS Degree or other similar technical or business related field at a MnSCU institution
- Students who have completed more than half of their major's requirements are preferred.
- High level of proficiency in Microsoft Office Suite
- Extensive experience working with Adobe Photoshop and Adobe Illustrator, creating mockups and web design assets
- Excellent attention to details; adaptability to changes and feedback
- Excellent verbal and written communication skills; ability to listen to client needs and translate those needs internally
- Social media tools and web-based newsletter experience
- Working knowledge of JavaScripts and Photoshop a plus
- Portfolio of recent work

Continued on the next page.

Internship Duration and Compensation

- This internship will take place for twelve weeks during the fall or spring term, with the specific schedule to be determined by the intern and intern's supervisor.
- The intern will be paid a stipend over the duration of the internship.

Appendix K: CSC Guide: Student Internships Guidelines and Supporting Document



CSC Guide: Student Internships Guidelines and Supporting Documentation

This package of materials was developed by the Campus Service Cooperative (CSC) in partnership with the Luoma Leadership Academy to support Luoma Action Learning Project #8 – CSC Student Internship & Development Program. The CSC Student Internship & Development Program is focused on developing a robust strategy that facilitates the creation of sustainable internship opportunities and includes implementable steps and tools needed to attract students, secure faculty support, ensure meaningful work and provide lasting development for all interns.

Contained within this package are specific guidelines and supporting documents to facilitate one MnSCU institution (a campus or the system office) hiring a student intern who is currently enrolled at another MnSCU institution. All documents can be found on the CSC Sharepoint site: <https://connect.mnscu.edu/sites/CSCProjects>

Documents in this package include:

- CSC Guidelines for Hiring a Student Intern at any Location within the System
- Intra-Agency Agreement
- Student Intern Contract
- Sample Position Description
- Sample Interview Questions

Team Members:

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CSC Guidelines for Hiring a Student Intern at any Location within the System

This document describes the necessary steps and requirements to facilitate one MnSCU institution (a campus or the system office) hiring a student intern who is currently enrolled at another MnSCU institution. This document is not applicable for work-study positions, AFSCME positions or for hiring interns who are not MnSCU students.

Intra-Agency Agreement Setup

An intra-agency agreement is necessary to outline the roles and responsibilities of each party involved, i.e., the institution where the student is enrolled (enrolling institution), the institution where the intern will be working (hiring institution), and the intern(s); and acts as the contract between the two MnSCU institutions.

- A general intra-agency agreement template has been created to support this type of internship and it can be found on the CSC Sharepoint site.
- Customize the template and fill out all blank fields and highlighted areas.
- Once the intra-agency is complete, all appropriate signatures must be collected on the signature page of the agreement. A fully signed copy should be distributed to the representatives of each institution involved.

Student Payroll Setup

If this is a paid internship, the student will need to be set up in the student payroll system at the institution where they are enrolled. The following steps are required to set up the student to be paid:

- The student needs to fill out the following forms:
 - I-9 Employment Eligibility Verification (not required if student is already in payroll system)
 - W-4 Employee Withholding Allowance (not required if student is already in payroll system)
 - Student Direct Deposit profile on E-Services (student may already have this on file)
 - Student Employee Work Authorization Form or other form that includes the following information:
 - Start and End Date of Internship
 - Job description that provides duties, responsibilities and compensation information
 - Pay Code
 - Funding Source (6-digit Cost Center)
 - Pay Rate
 - Timesheet Routing ID (if applicable)
 - Supervisor Tech ID
 - Object Code (will be 0910 for an internship)
 - Name of Employing Department
- Completed forms should be sent to the student payroll coordinator at the enrolling institution.
- Once the student is setup in the payroll system:
 - The student will receive an email instructing them to login to the online payroll portal and enter their hours on a weekly basis for the duration of the internship.

- The assigned supervisor will also receive an email with instructions for how to login to the online payroll portal and approve the intern's hours on a weekly basis.
- If an online payroll portal is not setup at the institution hours should be tracked on a paper timesheet that requires sign-off from the intern's supervisor, and is then delivered to the student payroll department on a bi-weekly basis.

Business Office Intra-Agency Payment and Accounting

For all paid internships, the business office of the enrolling institution will need to be involved to administer payment to the intern and collect funding for the internship from the hiring institution.

- The funding source will be the enrolling institution, which will require the business office to invoice the hiring institution for the aggregate payment amount at the conclusion of the internship.
- The invoice amount should then be billed to the appropriate cost center code.

Student Contract Setup

Each intern is required to sign a contract that details the commitments of both the intern and the hiring institution. A sample student intern contract should include the following:

- Duties of the Intern – specific details of what is expected of the intern throughout the course of the internship. Be as specific as possible. The information in the position description can be used to complete this section.
- Time Commitment – this includes both the date range and number of hours per week the intern is expected to work. If necessary to the position, include specifics around which days and which hour ranges the intern needs to be present.
- Compensation – this section should detail which method will be used to pay the student (e.g., direct deposit through student payroll system), the frequency of payment and the compensation amount.
- Contact Information – full name, tech ID, address and phone number.
- Signatures – of both the student and the supervisor of the intern.

Creating an Internship Position Description

The position description will be used to advertise the internship on MnSCU job websites and should at a minimum include the following:

- Company Description - this section provides a summary of the institution/organization and its goals.
- Job Purpose – this is a brief overview of the position and should also include the purpose of the internship position.
- Specific Responsibilities – this section should be listed as numbered bullet points and should detail the tasks the intern will be responsible for completing on a regular basis.
- Qualifications – this section details the minimum qualifications needed for the internship position. The more detail the better, especially when specific skill sets are required to perform the duties of the internship (e.g., certifications, proficiency in computer programs, memberships, etc.). Make sure to include a qualification that stipulates that the applicant must currently be enrolled at a MnSCU institution.
- Duration and Compensation – this section provides details on the duration and compensation of the internship.

Posting an Internship Position

It is highly advised that you contact the Career Development Center at your institution to determine the proper platform and approach. There are several channels that can be used for posting the internship position to attract candidates; some of the more common channels are outlined below.

- On Campus Bulletin Boards – the most basic way to post or advertise a position is to print out flyers with the position description and details and post them on bulletin boards in high traffic areas on campus.
- Faculty Members on Campus – one of the more targeted methods of attracting qualified candidates is to contact faculty members in the field of study the internship falls under and request candidate names directly from them.
- Online Platforms – there are several job listing websites that can be used to post an internship position at one or more schools (e.g., LandIt!, College Central, NACElink). Additionally, some institutions have sections on the school website dedicated to job postings.

Conducting Interviews

Interviews are a critical step to hiring high-quality interns that fit the needs of the position and should be performed for all internship positions.

- It is typically recommended that the following parties be included in the interview process at a minimum.
 - Human Resources manager or staff
 - Employee who will be directly supervising the intern
 - Other management or staff employees who will have frequent interaction or will work directly with the intern.
- It is recommended to have at least one screening interview over the phone to confirm qualifications and eligibility. After the initial screening it is recommended to have at least one in-person interview with the candidate on the campus where the internship will be located. Another option for gathering additional information on the applicant is to request a two minute video summary at the time of application.
- In person interviews should primarily include behavioral interview questions specific to the internship position and the tasks that will be performed during the internship.
- During the interview process it is recommended that the hiring supervisor follow the standard policy for record retention used for student worker positions.

Onboarding Interns

After an intern has accepted an offer it is recommended to hold an Orientation with the Intern(s) similar to what a new full-time employee would receive that covers the following details:

- Formal Workplace Items:
 - Parking
 - Work Dates and Times
 - Office Hours, Breaks and Lunches
 - Office Equipment and Supplies
 - Security Cards
 - Work Station
 - Telephone Usage
 - Staff Introductions and Responsibilities

- Review Internship:
 - Job Description
 - Results Expected
 - Action Plan
 - How Responsibilities Relate to Mission
- Expectations:
 - Attendance and Punctuality
 - Conduct in the Corporate Environment
 - General Appearance and Attire
 - Meetings
 - Communication
 - Performance Review

For further information or questions regarding this Internship Package please contact Jason Cavallo at Jason.cavallo@so.mnscu.edu.

Appendix L: Summaries of February Interview with Office Max Interns

Research: Pilot Intern Interview [Vadim]

The following interview was conducted in February of 2014 with Vadim. The objective of the interview was to assess what aspects of the internship program should be changed, improved or remain intact.

A few days after the interview, Vadim shared his thoughts directly with Colin and Jason, which resulted in identifying and implementing action steps for effective change.

Deciding Factors

Talk about how you and your friends look for internships.

We start by applying online. However, success in obtaining internships from online applications is marginal and not worth the time and effort it takes to apply.

Networking and developing relationships with faculty members and employers is more productive. Faculty members, employers, and internship supervisors know your skill set and can notify you of internship opportunities that match your goals and aspirations.

What factors influence your decision to apply for an internship?

The following factors influence my decision:

- The experiences I will gain (do the experiences match my current goals).
- The differences I will make (is the sponsor driven, will my aspirations be appreciated).
- The different opportunities I will be afforded (variety in assignments).
- My soft skill development (this has been my focus more recently).
- My hard skill development.

You did not mention a stipend.

For me the experience is more important than a stipend. If my current financial situation were different, then a stipend would be important, but not a deciding factor.

Share how you describe your current internship to others, when asked.

I'm excited about what the Campus Service Cooperative is doing and what it is trying to achieve. There are challenges; more structure is needed, demands are daunting, and aspirations are high. However, the team is motivated, committed, and unwavering in spirit.

What motivated you to apply for the Campus Services Cooperative position?

After I reviewed the position description, and had a conversation with the Dean of the College of Business, I thought the internship would give me the opportunity to practice management consulting.

During the informational interview, I witnessed Colin and Jason's drive and aspiration (factors important to me) and I thought there would be an opportunity to develop my soft skills and participate in a variety of assignments (again, factors important to me).

How did you hear about the Campus Services Cooperative position?

I learned about the opportunity from the Dean of the College of Business.

Application Process

Tell how you applied for the position (describe the application process).

I had just completed an internship with Wells Fargo and wanted to experience an internship focusing on soft skills development rather than hard skills development. Management consulting sounded interesting.

I scheduled an appointment with the Dean of the College of Business to discuss options. She mentioned the internship opportunity with the Campus Service Cooperative and shared the position descriptions with me. After reviewing the position descriptions, I submitted a copy of my resume to the Dean. The Dean forwarded my resume onto Colin and Jason.

I met with Colin and Jason in September, interviewed for the position in November, and started the internship in December.

Interviewing

Describe the interview process.

In September, I met with Colin and Jason while they were in Mankato attending a meeting. After reviewing my resume, Colin and Jason shared information about the internship and the Campus Service Cooperative. The interview was more information sharing, by the Campus Service Cooperative, than information gathering.

In November, Celena contacted me to schedule an interview at Harmon Place. The interview was pretty laid back and lasted for 30 minutes. The interview team consisted of Susan Appelquist and a few other people from the System Office. They asked me question such as:

How would you make a presentation to a group?

Tell use about a time you dealt with a frustrated customer.

How would you approach a team member who is not contributing to the team?

At the end of November, Jason contacted me and offered me the internship. I started two weeks later.

Share your thoughts regarding the interview process.

I thought the stages of the interview process were drawn out and disconnected; there was a lack of communication regarding my candidacy, as well as, updates on the status of the selection process.

I thought the interview process lacked a professional appearance; there was an effort to make the process appear professional, yet it did not “feel” professional in implementation.

I found it confusing as to why two students, who had no connection to the Campus Service Cooperative, participated as members of the interview team. With little knowledge of the Campus Service Cooperative or the tasks to be performed, how could they adequately evaluate the qualifications of candidates? I have not seen the students since the interview took place.

Tell me how the interview process was similar to or different from what you expected.

This is my fifth internship; hence I have been through a few interview processes. For the most part, other interview processes have consisted of:

- A telephone interview to review my resume and qualifications.
- A site interview, with a principle in charge, to share general information about the position and determine how my skills relate to the position (usually informal around a cup of coffee).
- A scheduled day of interviews with individuals who would be interacting with me on a regular basis; to determine my work-related values, goals, and aspirations.

I was not expecting the abbreviated (30 minute) site interview process conducted by the Campus Service Cooperative.

Orientation

As a new intern, how were you oriented to the program and culture of the organization?

The first day of the program, the Campus Service Cooperative hosted a holiday party for staff members and IBM consultants. Connor and I were introduced to everyone at the holiday party. It was a relaxed setting where I felt very welcomed. I was excited by the energy of the group.

Colin took me on a tour of Harmon Place to show me where staff offices, the restrooms, the break room, and other areas were located. I was assigned a workstation. I received an access card to enter the space, a parking voucher entitling me to a reduced parking fee, and an identification badge.

I spent the first couple of days at Harmon Place attending meetings with cooperating organizations and departments. I remember wondering what was happening and what was to be accomplished, since no one oriented me to the mission and objectives of the Campus Service Cooperative or shared agendas – in advance - for the meetings being attended (just

prior to meetings, a swift one-minute briefing would occur). I do recall getting copies of the Campus Service Cooperative newsletters to read and review.

To figure out my role and what was happening, I kept asking a lot of questions.

Share how this orientation experience was different from other internships you have participated in.

My orientation experience at Wells Fargo was similar to my experience at the Campus Service Cooperative. I was thrown into the mix and I spent time verifying my responsibilities and the expectations of the work culture.

At my other internship sites, my supervisors spent time discussing roles and responsibilities, work culture norms, the deliverables of my internship project, and their expectations.

My perception is everyone at the Campus Service Cooperative is pulled in many directions and course changes quickly; demands from external entities pull them in different directions, new "crunch" projects surface readily, and the triage (importance) of assignments change. When I mentioned the interview process lacked a professional appearance, the orientation process felt the same: they were trying to be very professional in appearance, but it did not come across as professional in implementation.

What do you wish you had known then that you know now?

I wish I had known more about the work culture and demands placed on the Campus Service Cooperative by external entities. I know it now; it was very confusing when initially thrown into the mix.

I wish I had been more realistic with myself about the frustrations that come from participating in a pilot program.

Supervision/Feedback

Tell me about the amount and type of direction you are receiving.

I am frustrated with the lack of direction I am receiving. I am not even sure whom I report to. Do I take direction from IBM, who has the skill set to get the work done but is too busy to supervise; or take direction from Colin or Jason, who do not have the time to supervise because they are in meetings or promoting new projects?

When I call for an assignment, I feel as if the assignment is generated on the spot. Few details are communicated; such as project objectives, assumptions, responsibilities, or milestones. For example, "We want you to run a metrics on OfficeMax purchases." That's it. No information on what software should be used or in what format data should be received. Once information is submitted, no feedback is received on the assignment and no information is shared regarding how the information is being utilized.

I would like to know exactly what it is they want me to do and if I am doing it well.

The IBM consultants are better and keeping in contact than Colin or Jason.

Have you communicated your frustration with the Campus Services Cooperative?

I have not had the opportunity to sit down with Colin or Jason to talk about my frustrations. I have asked for feedback but have not received it. I understand everyone is busy; I see it and I get it. I also understand I am working from a satellite location, so my experience is different than Connor's.

I've asked Jason for feedback. Communicating with Jason is challenging. I sent him an email yesterday asking him to call me. He did not call me yesterday, he has not called me today, and I do not expect him to call me tomorrow. All I'm asking for is five or ten minutes to hear what I am doing well (what is appreciated) and what I need to change (which would be helpful to know).

One way to look at it is I do not feel any pressure to finish an assignment or meet an expectation. How can you feel pressured when you have no one or anything pressuring you?

What type of feedback would you like to be receiving?

I would like to know what the expectations are; the expectations have not been expressed.

I would like to know if or how I should be improving. This sounds bad, if I do not finish an assignment, no one asks me about it; I just get assigned a new project the next time I talk to Andrew or William (IBM consultants).

I'm still confused on whom you report to. Do you consider it to be Colin, Jason, Andrew, or William?

I talk to whoever gives me an assignment to complete. I usually work with Andrew regarding the OfficeMax contract and William regarding a metrics. William's last day is tomorrow and it's been implied I will be doing the tasks William used to do.

How are you being challenged?

I'm not sure how to answer the question. How can I be challenged if I do not receive feedback, understand why I am being assigned various tasks, or receive parameters on how I am to approach an assignment?

I have been learning soft skills, so that would be a challenge. I've learned how to work with "idea" people; how they make me feel, how they make me think, and how I need to adapt when working with them.

Tell me more.

I consider myself an "idea" person. Now I am more cognizant of how my ideas impact others and how I should share my idea so the outcomes can be productive. I realize I can cause others to be frustrated.

How are you being supported?

At times there is support, but more often than not there isn't.

Areas for Improvement

What has been the most valuable part of your experience thus far?

I have found working on a metrics to be of value. My experience in developing a metrics was limited. The work has been challenging.

I'm proud of the metrics information I developed for the "manage print service" PowerPoint presentation. I have not seen the final presentation and do not know if the presentation has been utilized.

What has been the least valuable part of your experience thus far?

It would be ineffective use of my time. The first three or four weeks of the internship I was asked to drive to Harmon Place on Fridays to meet with the team. When I would arrive, different scenarios would play out:

- I would arrive and everyone would be in meetings. I would sit around half the day waiting for the meetings to end so I could interact with team members.
- I would arrive and discover meetings had been scheduled for others offsite. I would wait around half the day before packing up and driving back home.

Even though I receive a stipend for the internship, it does not feel good to pay for gas, pay for parking, and pay for meals only to discover there is no one to meet with or no work to be accomplished. I also had to make arrangements with faculty members to move tests (I'm enrolled in a couple of classes that take place on Fridays) to other dates. I wish my time and energy could have been better spent.

I find it invaluable to wait two or three weeks to get on Jason's calendar to talk.

I find it invaluable to be thrown from one assignment to the next with little focus or direction. I think I could be of more value to the program if I could focus on quality assignments rather than a variety of "spontaneous" assignments.

Learning Taking Place

Has anyone talked to you about what you are learning?

No one has talked to me about what I am learning.

What skills are you developing?

I've developed skills regarding metrics and management consulting.

I've worked on soft skills more: communication, being responsible, being committed, and understanding the roles people play on a team.

I've learned when one is working on a complex project, where internal and external entities are involved and a lot of work is being assigned to members, it is important to pause and reflect along the way.

I've learned the importance of knowing who your supervisor is and keeping lines of communication open. It is frustrating not knowing who you report to, who you should listen to, who you should please, and who you should keep informed. Reporting to multiple "supervisors" is daunting.

Other

Describe your interactions with Connor.

We had a lot of contact over winter break when we were both spending time at Harmon Place.

The tasks we are assigned do not overlap; hence, we seldom interact. When we do we usually communicate via email.

What should be considered moving forward?

If the program wants representatives from various campuses, in addition to campuses close to Harmon Place, then the program should focus on summer internships instead of academic terms.

The program should focus on improving feedback and defining projects in more detail. Both could result in the program and the intern moving assignments forward with a smile on their faces.

As part of the project, I have enjoyed the opportunity networking and interacting with a wide variety of internal and external entities. Networking is important. The program should market the networking component of the internships when recruiting candidates.

Early in the orientation process, educate the interns on the politics of the assignments; how interns should behave and what they should or should not convey to others. For example, one of my assignments was to work with a CFO at an institution. Colin met individually with the CFO to discuss the assignment. When I met with the CFO later, I did not know what Colin shared with the CFO, and when asked questions, if I may be answering the CFO questions differently than Colin. I was concerned of unintentionally damaging Colin's objective. The initiatives being promoted by the Campus Service Cooperative are political in nature. Those working on behalf of the Campus Service Cooperative need to have a clear understanding of the political climate.

Keep reviewing the program. Take action to move the program forward.

Research: Pilot Intern Interview [Conor]

How do you and your friends look for internships?

- MCTC job board, Minnesota works
- It was tough to find more than just free labor. I didn't see too many experiences that I couldn't get through a job service.
- I have a close relationship with my professors, so a former professor called me to her office with this internship opportunity.

What is your primary motivation for looking for and accepting an internship?

- Relevant experience.
- More than just Agencies.
- Value added in something of substance.

What qualities do you look for in an internship?

I have learned that job skills differ from years of experience. Employers may make an exception in regards to years of experience if you have the right mix of job skills.

How do you describe your *current* internship to others?

This is essentially a startup. Even though I have been an independent contractor, this experience has been different than my other internship experiences that were more established. You basically get out of it what you put into it. Hadean and I both create our own workload.

What motivated you or attracted you to this position?

This position may seem very obtuse, but it seemed like relevant work experience that I could use in the future.

Remind me how you heard about this experience.

This opportunity was presented to me directly through one of my past instructors. She had me on a "short-list" for opportunities like this one.

Tell us about the application process for this position.

Well, it was a lengthy process. After meeting with my instructor, I physically walked down to Harmon Place and handed Jason my application. I continued to check back about once every week and a half for six weeks. At that point they did not have an interview board in place, so that may have been what was holding things up. We didn't quite know who they wanted to hire.

Tell us about the interview process for this position.

I first had an informational interview with Jason. However, it took a number of weeks to set up the hiring committee, but after a number of weeks I did have an actual 30 to 45 minute interview with the committee. The questions they asked were a little general because it seemed like they did not know exactly who they wanted to hire or what they could or could not ask. In the future I'm sure they'll be able to be much more specific in their questioning.

How was the interview similar or different from what you expected?

I was expecting more specific—pointed questions.

How were you oriented with the office and/or position?

I was hired just before Thanksgiving and there was a CFO conference that next Monday. I was told to do my best to create a video of myself for that conference by Monday. So it definitely was just about being thrown into the mix.

How were you oriented with the project or projects you are working on?

IBM wasn't totally prepared on how to handle an intern, so I ended up doing a number of projects all at once. In the future, I think would be best to tie one specific project twin intern and after which the intern and the organization could see where to go from there.

We have now created packets which I am part of developing which showed this steps in the overall work process. It would be easy to now assign one of these packets to a new intern.

Describe your first day.

The CFO conference--it was truly trial by fire.

What do you wish you would have known then that you know now?

Well, I didn't really know what change management was. That was eye-opening. I guess I can't understand why two-year colleges do not cover that topic very much, but there should at least be some sort of introductory lessons in this area since it makes up nearly 100% of what we do.

What type of feedback are you receiving during your internship?

We are such a small team and I'm a part of it, so the feedback loop is flowing constantly. Every week there's a recap of the week, but that includes everyone.

One thing I did learn is that Colin is not interested in a finalized PowerPoint presentation. He is more interested in a rough presentation that he had to.

What specific type of feedback would you like to receiving?

Again, they will let me know if they think I should be doing something differently are in a different way.

Tell us about the amount and type of direction you are receiving.

I've opened up access to my Outlook calendar, so the team can see when I am available to work or meet. Things have changed a little bit since the beginning. It is no longer about "we need you to work here," but more "if you're available..." They also use Outlook to send me appointment and meeting times.

How are you being challenged and supported?

I am part of the strategic process have been involved in most decisions. It's nice to have access to nearly everyone internally and many players and externally. I need access to information I usually receive it quickly.

If you could tell the next round of interns one thing to help them be successful, what would it be?

There needs to be a clear expectation with a consistent job descriptions and qualifications. This should help the recruitment, application, interview, and orientation process.

What has been the most valuable part of your experience thus far?

I've learned not to take anything personally. I've also learned not to take on more than I can handle, but instead complete what I can and move on.

What has been the least valuable part of your experience thus far?

I have not been forced to make coffee if that's what you're asking. Of course I complete duties like making copies, but that's part of everyone's job. I think most of what I've done so far has been very valuable to me and the organization.

Appendix M: Guidelines for Successfully Conducting an Internship with a MnSCU Student Intern



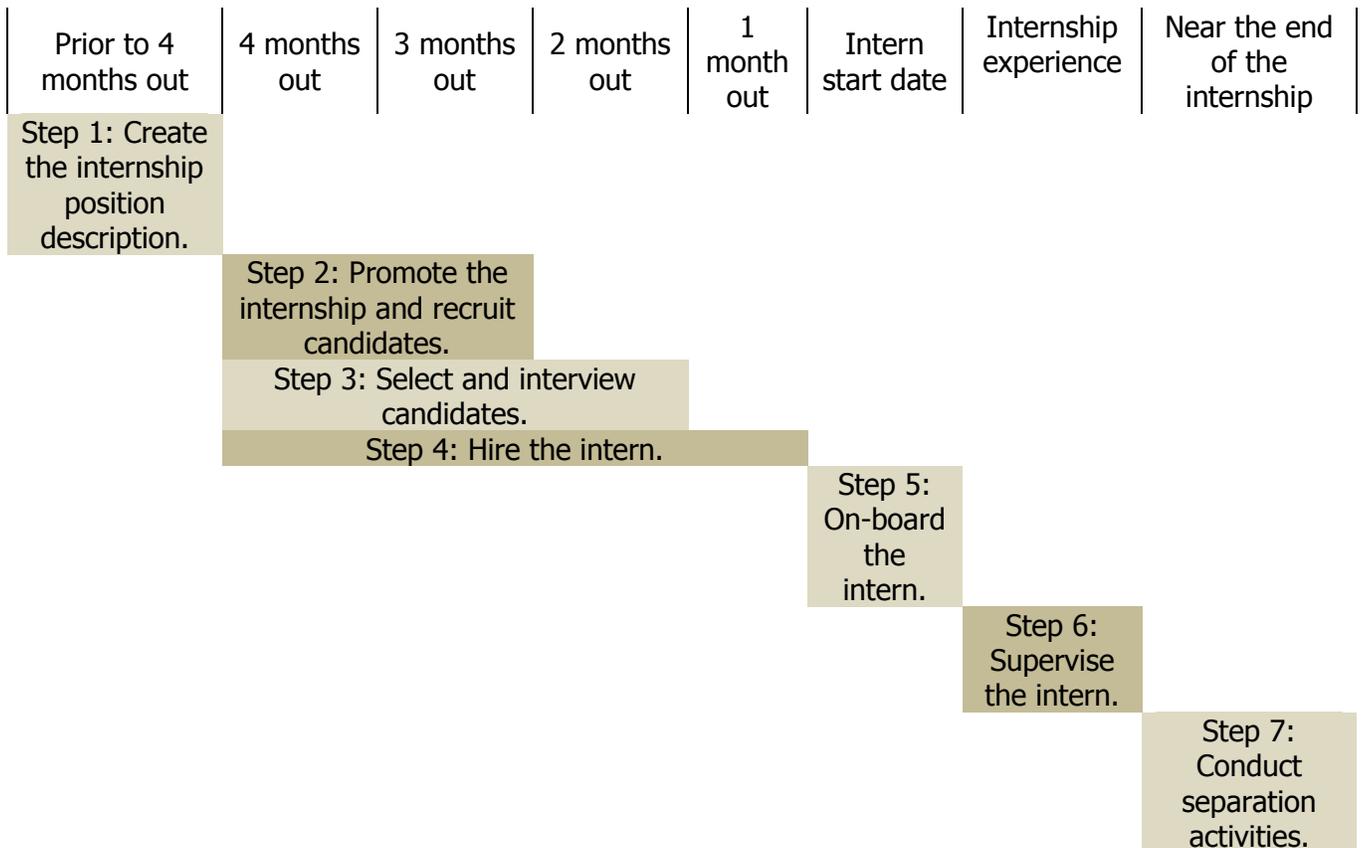
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**Campus Service
Cooperative**
One team, many campuses

Guidelines for Successfully Conducting an Internship with a MnSCU Student Intern

This document outlines suggested processes for creating the internship position description; promoting the position and recruiting candidates; selecting, on-boarding, supervising the intern; and successfully ending the internship for a MnSCU student intern at a MnSCU site. This document is **not** applicable for work-study positions, internships for college credit, AFSCME positions or for interns who are not MnSCU students.

Recommended Timeline:



Step 1: Create an internship position description.

The position description will be used to advertise the internship and – at minimum - include the following:

- Company Description - this section provides a summary of the institution/organization and its goals.
- Job Purpose – this is a brief overview of the position and its purpose.
- Specific Responsibilities – this section should be listed as numbered bullet points and should detail the tasks the intern will be responsible for completing on a regular basis.
- Qualifications – this section details the minimum qualifications needed for the internship position. The more detail the better, especially when specific skill sets are required to perform the duties of the internship (e.g., certifications, proficiency in computer programs, memberships, etc.). **Note:** you must include a qualification that stipulates that the applicant must currently be enrolled at a MnSCU institution.
- Duration and Compensation – this section provides details on the duration of the internship and compensation, if any, for the work. Internship experiences should coincide with the academic calendar. This makes it easier for interns to 1) incorporate their internship experiences into their class schedules, and 2) seek college credit for their internship experiences.

See Appendix 1 for example position descriptions.

Step 2: Promote the internship and recruit candidates.

- Marketing endeavors should concentrate on optimal opportunities and create value in the minds of interns. Market internship experiences to appeal to what interns seek in an internship:
 - Opportunity for full-time employment
 - Job training (learning about their field from a real-world perspective)
 - Professional reference
 - Challenging assignments
 - Flexible working conditions
 - Competitive compensation
 - Networking opportunities
- Take advantage of social media and its viral nature when marketing internship opportunities. Include an option for individuals to share internship information via e-mail and social media platforms.
- Use professional networking sites such as LinkedIn. LinkedIn has recently developed LinkedIn University to connect prospective students to a potential school, current students to alumni, and current students and graduates to prospective employers. (See Appendix 2 for more information.)
- Market internships at institutions with academic programs that align with the intern qualifications identified in the position description. Contact the Career Development Center at your targeted institution(s) to determine the proper platform and approach. There are several channels that can be used for posting the internship position to attract candidates. Some of the more common channels are listed below:
 - Campus Bulletin Boards: the most basic way to post or advertise a position is to print out flyers with the position description and details and post them on bulletin boards in high traffic areas on campus.
 - Faculty Members: one of the more targeted methods of attracting qualified candidates is to contact faculty members in the related field of study and ask them to recommend candidates. This is more labor intensive, but can result in highly qualified interns. Build relationships with faculty to increase exposure for your institution or business unit.
 - Online Platforms: there are several job-related websites that can be used to post internship positions at one or more schools. Additionally, some institutions have sections on their websites dedicated to job postings. **Note:** As of July 1, 2014, you can post to all seven Minnesota state universities at www.hiremngngrads.com, a consortium site that is administered by the MnSCU universities career services directors.

Recruitment Timeframe

Recruiting should coincide with the registration calendar. Students typically look for internship opportunities one semester in advance.

- Summer internship opportunities should be posted by the end of January.
- Spring internship opportunities should be posted by the end of August.
- Fall internship opportunities should be posted by the end of January.

Step 3: Select and interview candidates.

This is a critical step in ensuring that you hire high-quality interns with the appropriate fit. Perform at least one screening interview over the phone to verify the candidate's qualifications and eligibility, then have at least one in-person interview with the candidate at the internship location. Another option for gathering additional information about the candidate is to ask him/her to provide a short (approximately two minute) video summary of his/her qualifications as part of the application.

- Please refer to the National Association of Colleges and Employers professional standards for guidelines in recruiting, interviewing, and hiring interns. (<http://www.nacweb.org/knowledge/principles-for-professional-practice.aspx#employment>)
- The following parties should participate in the interview process:
 - Human Resources manager or staff
 - Employee who will be directly supervising the intern
 - Other management or staff employees who will have frequent interaction or will work directly with the intern.
- Interviews should primarily include behavioral questions specific to the internship position, the tasks that will be performed during the internship, and the expected learning that will occur. (See Appendix 3 for information about acceptable and unacceptable interview topics, considerations when developing questions, and examples of questions.)
- During the interview process it is recommended that the hiring supervisor follow the standard policy for record retention used for student worker positions.

Step 4: Hire the intern.

Once the intern is hired, you must do the following:

1) Complete an Intra-Agency Agreement.

An intra-agency agreement is necessary to outline the roles and responsibilities of each party involved, i.e., the institution where the student is enrolled (enrolling institution), the institution where the intern will be working (hiring institution), and the intern(s); and acts as the contract between the two MnSCU institutions.

- See Appendix 4 for an intra-agency agreement template.
- Customize the template and fill out all blank fields and highlighted areas.
- Once the intra-agency is complete, all appropriate signatures must be collected on the signature page of the agreement. A fully signed copy should be distributed to the representatives of each institution involved.

2) Set up the intern in the student payroll system.

If this is a paid internship, the student will need to be set up in the student payroll system at the institution where they are enrolled. The following steps are required to set up the student to be paid:

- The student needs to fill out the following forms:
 - I-9 Employment Eligibility Verification (not required if student is already in payroll system)
 - W-4 Employee Withholding Allowance (not required if student is already in payroll system)
 - Student Direct Deposit profile on E-Services (student may already have this on file)
 - Student Employee Work Authorization Form or other form that includes the following information:
 - Start and End Date of Internship
 - Job description that provides duties, responsibilities and compensation information
 - Pay Code
 - Funding Source (6-digit Cost Center)
 - Pay Rate
 - Timesheet Routing ID (if applicable)
 - Supervisor Tech ID
 - Object Code (will be 0910 for an internship)
 - Name of Employing Department
- Completed forms should be sent to the student payroll coordinator at the enrolling institution.
- Once the student is setup in the payroll system:
 - The student will receive an email instructing them to login to the online payroll portal and enter their hours on a weekly basis for the duration of the internship.
 - The assigned supervisor will also receive an email with instructions for how to login to the online payroll portal and approve the intern's hours on a weekly basis.
 - If an online payroll portal is not setup at the institution hours should be tracked on a paper timesheet that requires sign-off from the intern's supervisor, and is then delivered to the student payroll department on a bi-weekly basis.

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- 3) Arrange for business office intra-agency payment.
For all paid internships, the business office of the enrolling institution will need to be involved to administer payment to the intern and collect funding for the internship from the hiring institution or business unit.
 - The funding source will be the enrolling institution, which will require the business office to invoice the hiring institution for the aggregate payment amount at the conclusion of the internship.
 - The invoice amount should then be billed to the appropriate cost center code.

- 4) Complete a student contract.
Each intern is required to sign a contract that details the commitments of both the intern and the hiring institution or business unit. This contract should include the following:
 - Duties of the Intern – specific details of what is expected of the intern throughout the course of the internship. Be as specific as possible. The information in the position description can be used to complete this section.
 - Time Commitment – this includes both the date range and number of hours per week the intern is expected to work. If necessary to the position, include specifics around which days and which hour ranges the intern needs to be present.
 - Compensation – this section should detail which method will be used to pay the student (e.g., direct deposit through student payroll system), the frequency of payment and the compensation amount.
 - Contact Information – full name, tech ID, address and phone number.

See Appendix 5 for a sample contract.

Step 5: On-board the intern.

The Intern Supervisor

The intern supervisor plays a key role in the internship experience. The intern supervisor should introduce, accompany and coach interns. In addition to participating in the application, screening and interview process, the supervisor should conduct the orientation.

Orientation

After an intern has accepted your offer an orientation with him/her should take place, and it should cover the following:

- Review Internship
 - Job Description
 - Results Expected
 - Action Plan
 - How Responsibilities Relate to Mission
- Intern Learning Objectives and Capturing the Learning
 - An important aspect of the internship that differs from the work situations of other employees is the focus on the intern's development. The expected development is communicated via the learning objectives.
 - Discussion of the learning objectives and their assessment methods should be part of the on-boarding process.
 - See Appendix 6 for more information.
- Formal Workplace Items
 - Parking
 - Work Dates and Times
 - Office Hours, Breaks and Lunches
 - Office Equipment and Supplies
 - Security Cards
 - Work Station
 - Telephone Usage
 - Staff Introductions and Responsibilities
- Other Expectations
 - Attendance and Punctuality
 - Conduct in the Corporate Environment
 - General Appearance and Attire
 - Meetings
 - Communication
 - Performance Review

Step 6: Supervise the Intern

The supervisor should dedicate time to meet weekly with the intern. A key focus of these meetings should be the intern's learning.

- How are intern's skills developing that are related to the responsibilities of the job and the stated learning outcomes? The supervisor should encourage the intern to reflect on his/her own skill development.
- What can the intern and/or the supervisor do to help the intern improve in areas of weakness?

The supervisor should also ensure that the intern is engaging in the agreed-upon learning activities and that the planned assessments are conducted in a timely manner. (See Appendix 6 for more information.)

Step 7: Conduct separation activities.

Near the end of an internship experience, internship separation activities should occur. Separation activities provide the intern and institutions the opportunity to reflect and provide feedback and conclude the internship experience.

- 1) Conduct a final review meeting.
The final review meeting provides the basis to record information for an internship summary report (e.g. submitted for academic credit) or a reference letter. The internship supervisor should conduct the final review meeting. Possible questions include:
 - Review in your own words the projects that you have completed or to which you have contributed.
 - How well do you think you have performed?
 - How have you developed from the internship experience?
 - What have you learned from the internship experience?
 - Have you met your learning objectives?
 - What have been the most and least satisfying parts of your experience?
 - In what ways are you better prepared for the job market?
 - What are your strengths and weaknesses?

- 2) Conduct an exit interview.
The exit interview provides the opportunity to gain valuable insight into how well the intern program operates and to improve the program. A neutral leader whom the intern trusts and who has good interviewing skills should conduct the interview. Possible questions include:
 - How do you feel your supervisor and coworkers treated you?
 - How well do you believe your work was recognized and appreciated?
 - How fairly was the workload distributed amongst you and your coworkers?
 - How do you feel about the training and assistance in learning you were given?
 - What additional training should have been provided to you?
 - What were your best and worst experiences here?
 - What could be done to make this a better place to work?
 - What message would you give management upon your departure?

- 3) Plan an act of appreciation.
An act of appreciation (e.g. goodbye celebration) should be planned to recognize the intern for his/her dedication, commitment, and service. It affords the intern the opportunity to feel good about his/her service; builds morale among coworkers, who recognize service is truly appreciated; and means the institution may be able to count on the intern for assistance in the future (e.g. marketing future internship opportunities).

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- 4) Collect property and suspend access to systems.
Institution property should be collected and access to institution systems removed.
- Suspend or remove access to systems and applications.
 - Disable the intern's access to a voicemail and telephone systems.
 - Retrieve keys and/or access cards.
 - Retrieve computer hardware issued to the intern.
 - Ensure confidential information is removed from electronic devices.
 - Collect institution property (e.g. parking passes, badges)
 - Collect final time-reporting information.
 - Obtain a forwarding address.

For further information or questions regarding the MnSCU to MnSCU Internship Package please contact campusservicecooperative@so.mnscu.edu

Appendix 1: Sample Internship Position Descriptions

Business Analyst/MIS Intern

Company Description

The Campus Service Cooperative (CSC) is a strategic initiative in support of the MnSCU's goal of providing the highest value and most affordable option of higher education for the students of Minnesota. The CSC's tag line of "One Team, Many Campuses" is realized through its focus on efficient, high quality, and transformational delivery of services, while respecting the unique academic mission of each of MnSCU's 31 colleges and universities. The strategy includes two significant, transformational platforms: (1) shared service delivery in all support areas and (2) strategic sourcing of MnSCU's \$500+ million annual spend on purchased goods, services, and construction.

Job Purpose

The intern will provide assistance, and may act as a liaison, among MnSCU schools working with the Campus Service Cooperative and vendor partners. The intern will assist in the collection and analysis of data, review basic product needs, instructions, regulations, and document requirements. He/she will also assist in communicating the requirements to internal stakeholders.

Responsibilities

- Develop competitive and industry reports.
- Conduct market and supplier research.
- Communicate with contract vendors and campuses to develop and maintain database.
- Perform financial viability assessments, total cost analyses, and benchmark supplier rates and services.
- Review requests for proposals (RFPs), proposals, and participate in business development opportunities.
- Outline improvements and revisions for business processes with guidance from experienced colleagues.
- Assist in preparation for and conducting of contract negotiations with focus on financial terms and conditions.
- Analyze complex RFP responses.
- Construct detailed cost models/purchase price analysis of products and services.
- Prepare, negotiate and implement appropriate forms of contract and pricing commitments with suppliers.
- Perform basic risk assessments on suppliers and commodities.
- Assist in conducting supplier performance evaluations.
- Support development of supply chain management tools.
- Evaluate contract tools and methods.
- Conduct process improvement analysis.

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Qualifications

- Pursuing a degree in Management Information Systems, Finance, Supply Chain Management or other similar technical or business related field at a MnSCU institution
- Students who have completed more than half of their major's requirements are preferred
- Working knowledge of relevant software packages
- Ability to contribute to the facilitation of meetings
- Analytical skills
- Excellent written and verbal communication skills
- Experience with process flow diagrams
- Expertise with Microsoft Office Suite, including Access

Internship Duration and Compensation

- This internship will take place for twelve weeks during the fall or spring term, with the specific schedule to be determined by the intern and intern's supervisor.
- The intern will be paid a stipend over the duration of the internship.

Web Development/Communications Intern

Company Description

The Campus Service Cooperative (CSC) is a strategic initiative in support of the MnSCU's goal of providing the highest value and most affordable option of higher education for the students of Minnesota. The CSC's tag line of "One Team, Many Campuses" is realized through its focus on efficient, high quality, and transformational delivery of services, while respecting the unique academic mission of each of MnSCU's 31 colleges and universities. The strategy includes two significant, transformational platforms: (1) shared service delivery in all support areas and (2) strategic sourcing of MnSCU's \$500+ million annual spend on purchased goods, services, and construction.

Internship Purpose

The intern will assist in communicating recent activities, developments, and accomplishments of the Campus Service Cooperative initiative through both traditional and web-based methods.

Responsibilities

- Support development of comprehensive communication programs in support of CSC goals and initiatives as required on specific projects and strategies.
- Design, develop and maintain MnSCU web sites as well as additional Web sites serviced by the organization.
- Develop templates for use in dynamic Web delivery platforms or content management systems.
- Ensure that the layout and design of content is accessible, intuitive, and consistent.
- Conduct research and analysis on a continual basis to improve the usability, accessibility, functionality and interface design of all external and internal Web sites.
- Provide writing, planning and program management assistance in support of new initiatives.
- Serve as writer and/or editor for communications – e.g., publications, newsletters, articles for homepage – for internal use in support of an overall business strategy.
- Coordinate communication elements of business-wide projects/programs.

Qualifications

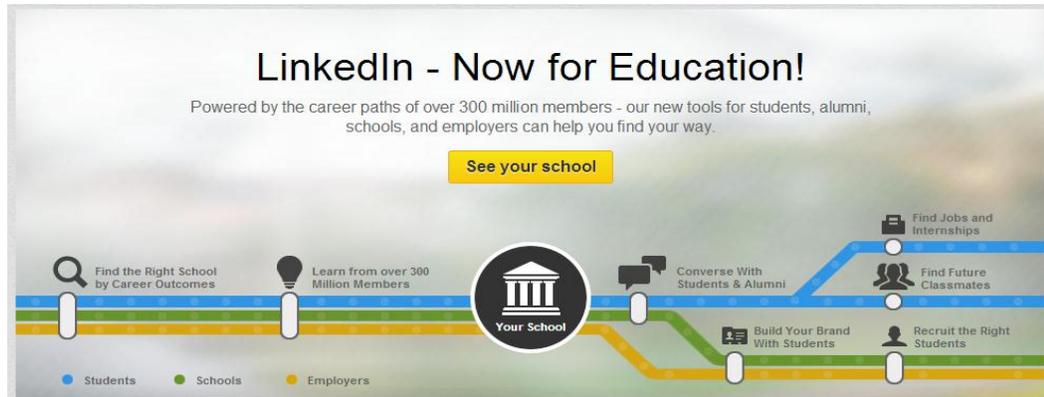
- Pursuing Web Development, Computer Science, MIS Degree or other similar technical or business related field at a MnSCU institution
- Students who have completed more than half of their major's requirements are preferred.
- High level of proficiency in Microsoft Office Suite
- Extensive experience working with Adobe Photoshop and Adobe Illustrator, creating mockups and web design assets
- Excellent attention to details; adaptability to changes and feedback
- Excellent verbal and written communication skills; ability to listen to client needs and translate those needs internally
- Social media tools and web-based newsletter experience
- Working knowledge of JavaScripts and Photoshop a plus
- Portfolio of recent work

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Internship Duration and Compensation

- This internship will take place for twelve weeks during the fall or spring term, with the specific schedule to be determined by the intern and intern's supervisor.
- The intern will be paid a stipend over the duration of the internship.

Appendix 2: LinkedIn University



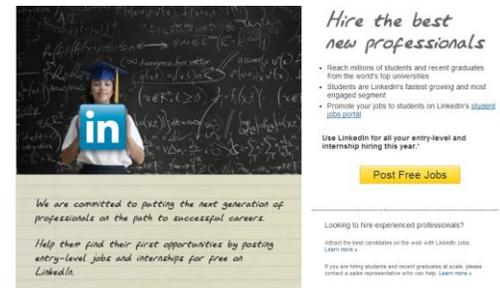
Why Use LinkedIn for Internship Postings?

- The biggest challenge in the internship hiring process is promoting the internships and securing good candidates.
- MnSCU students are already encouraged to develop LinkedIn profiles and connect with classmates, instructors, and alumni.
- 30 million students and recent grads use LinkedIn.
- 60,000 colleges and alumni groups have active LinkedIn pages.



How to Use LinkedIn for Internship Postings

1. Develop the free internship posting and promote the position using LinkedIn's student jobs portal.
2. Forward the posting to individual or groups of MnSCU instructors or deans who teach or oversee classes in the internship's content area.
3. Ask instructors to forward the internship posting to current or former groups of students who they believe would be a quality candidate.



The future of LinkedIn University

LinkedIn has already created a page for every MnSCU institution. Some schools are currently taking advantage of their page and others have not. However, it is our belief that in the next two years every school within MnSCU will have an active page that includes general information, career information, notable alumni, and career and internship postings.



Appendix 3: Interviewing Candidates

Developing Internship Interview Questions

Before you start searching for the perfect candidate, you need to spend time developing the interview questions. Developing the right questions will effectively prepare you for the time you spend with each candidate. Consider the following when creating your questions:

- skills and qualifications which relate to the internship responsibilities
- relevant coursework or class projects which relate to internship responsibilities
- other internship or work experiences
- extracurricular activities
- honors and achievements
- communication skills
- specific talents indicated within the internship position description

Interview Topics

There are some questions you are not allowed to ask. The interview process is the opportunity to learn about the candidate's qualifications and skill set; it is not an opportunity to ask questions which are not job-related. Federal and state laws prohibit asking certain questions which are not necessary to the operation of business.

Acceptable Topics:

- the job, its duties, and responsibilities
- the organization, its mission, programs, and achievements
- career possibilities, opportunities for growth or advancement
- where the job is located
- job-related travel and mobility requirements
- equipment and facilities available for the job
- the applicant's qualifications, abilities, experience, and education
- the applicant's work habits (e.g., attendance, initiative, ability to interact with people)

Unacceptable Topics:

- marital status or plans
- living arrangements, or status regarding public assistance
- health history
- sexual preference
- spouse's occupation, salary, etc.
- number, age, or sex of children or plans for children, pregnancy, child care arrangements
- political, social, or religious views
- transportation arrangements
- arrests
- credit rating, garnishment record, or past denial of fidelity bond

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- dates of military service or school attendance/graduation
- place of birth
- physical characteristics such as eye and hair color, height and weight, or facial hair questions relating to age, disability, national origin, U.S. citizenship, sex, race, color, or religion

Sample Internship Interview Questions

Internship Specific

- Why are you interested in this internship?
- Why do you think you are qualified for this position?
- What type of job-related skills have you developed that may help you in this internship?

Note: If you intend to have the intern work on a particular project, the interview is a good opportunity to ask questions about how the intern would approach the project and what ideas the intern might have about it.

Academic and Extracurricular Activities

- Give an example of how you applied knowledge from previous coursework to a project in another class.
- How will the academic program and coursework you've taken benefit your career?
- What has had the most impact on your academic or professional interests?
- What has been the most challenging part of your education?
- Tell us about your extracurricular involvement, how has that prepared you for this internship?
- What has been your most rewarding extracurricular accomplishment?
- What have you learned for your experiences outside the classroom?

Potential for Growth

- Why do you consider this to be a good opportunity?
- How will this internship prepare you for your future career goals?
- What are your plans following graduation?
- Where do you see yourself in five years?
- What are your long term and short term goals?
- In what ways are you trying to improve yourself?

Communication

- Tell us what you view as the essentials of effective communication.
- Touch on what kinds of communication situations cause you difficulty.
- Give an example of a time you interacted with a difficult person. Describe what role you played, how you contributed to the situation, and the result.

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Problem-Solving

- Describe what an effective plan for a project should consist of.
- Share how you choose the right approach at the right time to deal with ambiguity.
- Describe how you manage multiply projects simultaneously.
- Describe a situation where your judgment proved to be valuable.
- Provide an example of a time in which you solved a problem for an employer, peer, or customer.
- What steps do you follow to study a problem before making a decision?

Teambuilding and Collaboration

- Describe how you leverage your knowledge, skills, and leadership abilities within various group settings.
- Share how you use the soft skills of communicating, empathizing, and mediating to influence others.
- Describe a situation in which you were able to positively influence the actions of others in a desired direction.
- Touch upon what actions you would take as a new member of our organization to build collaborative relationships with colleagues and other departments.
- What, in your opinion, are the key ingredients in guiding and maintaining successful relationships with others?
- Give an example of how you worked with other people to accomplish an important result.

Leadership

- During your experiences while attending college, tell us about a time when you demonstrated your leadership ability and skill.
- What are the three most important values you demonstrate as a leader? Tell us a story that demonstrates each of these leadership values in practice.
- Give an example of a situation when you had to compromise your own goals/objectives for the sake of the team.

Intercultural Competence

- Tell us about a time when a person's cultural background affected your approach to a situation.
- Share how you respond to cultural differences and commonalities. Please give a few examples.
- Describe how you work with people to foster cultural integration in the work place.
- Share how issues of diversity, multiculturalism and social justice have impacted the way you approach situations.

General

- What do you consider to be your professional strengths?
- What type of work environment do you prefer?
- What makes you unique from other candidates?

Appendix 4: Intra-Agency Agreement Template

F.Y.	Cost Center	Obj. Code	Amount	Vendor #	P.O. #

STATE OF MINNESOTA

MINNESOTA STATE COLLEGES AND UNIVERSITIES

Hiring MnSCU Institution Name

INTRA-AGENCY AGREEMENT

This form may ONLY be used for agreements between two or more members of the Minnesota State Colleges and Universities. This form may NOT be used for agreements with private parties or with the University of Minnesota. UNLESS ALL SIGNATORIES TO THIS DOCUMENT ARE EMPLOYEES OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES, THIS AGREEMENT SHALL BE INVALID AND UNENFORCEABLE.

A. This Intra-Agency Agreement is entered into between the [Enrolling MnSCU Institution] (hereinafter, [abbreviated name]) and [MnSCU institution] (hereinafter, the Institution).

B. The purpose of this Intra-Agency Agreement is:

This Agreement will allow the [abbreviated name] to hire student interns from the Institution who will be paid through the Institution's student payroll system. Upon the completion of the internship, the Institution shall invoice the [abbreviated name] for actual wages paid to student interns.

B. The parties agree that:

1. The [abbreviated name] will be responsible for recruitment, selection, and hiring of student interns, and will provide the appropriate work space, technology, or other materials necessary to perform the work.
2. The Institution will compensate the student interns at the rate of \$X.XX per hour [or \$XXX in the form of a stipend] in the campus' student payroll system.
3. The [abbreviated name] will be responsible for orienting, training, supervising, and evaluating the student intern.
4. Student interns are subject to the Student Code of Conduct and other policies of the Institution, AND the policies, procedures, and work rules of the [abbreviated name]. In the event the student intern demonstrates performance or behavioral issues needing to be addressed by the Institution officials, the [abbreviated name] will immediately communicate with the Institution's] financial aid office to determine appropriate action.
5. Upon the completion of the internship, the Institution shall invoice the [abbreviated name] for actual pages paid to student interns.

C. Unless the parties have agreed to a different method of dispute resolution, as attached to this Agreement, they shall submit the dispute to the Chancellor or the Chancellor's designee for resolution.

D. This Agreement may be amended at any time with the mutual written consent of each College/University/System Office.

E. This Agreement will be effective on _____, 20 _____, and end on _____, 20 _____

F Other provisions (Attach additional pages as necessary)

A copy of the position description(s) attached.

APPROVED:

1. [Enrolling MnSCU Institution Name]

By (authorized college/university/System Office signature)
Title
Date

2. [Hiring MnSCU Institution Name]

By (authorized signature)
Title
Date

3. VERIFIED AS TO ENCUMBRANCE [Hiring MnSCU Institution Name]

By (authorized signature)
Title
Date

4. AS TO FORM AND EXECUTION [Enrolling MnSCU Institution Name]

By (authorized college/university/System Office initiating agreement)
Title
Date

Appendix 5: Sample Student Intern Contract

[Institution Name] Student Intern Contract

Specific Duties:

* All [Institution Name] interns are required to fulfill the following responsibilities:

SAMPLE TEXT BELOW

- Assist OfficeMax and Campus Service Cooperative (CSC) IBM Team with new contract rollout and communication with individual schools.
- Interact regularly with MnSCU schools, with a strong focus in customer service.
- Coordinate with the appropriate Sales Representative, Customer Fulfillment Center and Customer Service Centers to research and resolve order discrepancies.
- Coordinate on-site events, including product shows and web-based product training to promote and increase customer awareness of OfficeMax products and services.
- Respond to customer inquiries and providing assistance as needed to ensure a positive customer experience with OfficeMax.
- Demonstrate a commitment to OfficeMax core values of safety, integrity, process improvement and customer satisfaction.

The position responsibilities outlined above are in no way to be construed as all encompassing. Other duties, responsibilities and qualifications may be required and/or assigned as necessary.

* [Institution Name] Student interns are subject to the Student Code of Conduct and other policies of the Institution, AND the policies, procedures, and work rules of the [Institution Name]. In the event the student intern demonstrates performance or behavioral issues needing to be addressed by the Institution's officials, the [Institution Name] will immediately communicate with the Institution's officials.

Time Commitment:

* Date Range (e.g. December 16th, 2013 - March 14th, 2014)

* XX hours per week for the duration of the contract

Compensation:

The Institution will compensate the student interns at the rate of \$X,XXX in the form of a stipend in the campus' student payroll system. The student intern will be paid through the student payroll system and will be paid a lump amount bi-weekly.

.....
....

Print Full Name: _____ Tech ID: _____

Local Address: _____ State: _____ Zip: _____

Phone Number: _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

.....
....

For Office Use Only

Name of Employing

Department: _____

Fiscal Year: _____ Cost Center: _____ Object

Code: _____

Dates of work: _____ Payment Amount: _____ Pay Date: _____

Appendix 6: Intern Learning Objectives

Intern Learning Objectives and Their Assessment

- Depending on the position, 2 – 5 learning objectives should be developed for the intern.
- These objectives should be based on the responsibilities outlined in the position description.
- Based on these objectives, “teaching and learning” activities and assessment(s) of learning should be explicitly included in the internship experience.
- Final assessment of the intern’s learning can be built into the performance review.
- Assessment of learning should also be conducted during the internship experience to identify areas of weakness and of strength.

Helping Interns Learn

Good instructional design looks like this:



In this model, the stated learning outcomes, the things that you and the intern will do to help the intern acquire the necessary learning (the teaching and learning activities), and the evidence that you will use to measure that learning (the assessment activities) all align and support each other.

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Here's an example:

- If *one of the learning objectives* is: The intern will communicate effectively with our advisory board.
- The *final assessment(s)* could be a final presentation by the intern to the board that meets explicit criteria and standards of acceptable achievement.
- However, in order for the intern to be successful in this final assessment, he/she will need to acquire certain skills and have opportunities to practice them. (This is the "*teaching and learning*" part.) Some of these activities may be:
 - 1) Reviewing with intern what the criteria are for effective presentations and the expected level of achievement of each criterion.
 - 2) The intern observes others make presentations.
 - 3) The intern works with others to create and deliver presentations.
 - 4) The intern practices presenting in front of colleagues, who give him/her feedback based on the criteria and achievement standards.