



上海纽约大学
NYU SHANGHAI

CAREER DEVELOPMENT CENTER

NYU Shanghai Career Development Center Employer Guidelines

INTRODUCTION

The NYU Shanghai Career Development Center (CDC) aims to create opportunities for our students to enhance

We hope these Employer Guidelines will assist in the creation, implementation, and facilitation of internships for our students.

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

DEFINING AN INTERNSHIP

The term "internship" is commonly used to describe the following: **A part- or full-time temporary position that has the dual purpose of educating while providing real work experience.** At NYU Shanghai, In order for a position to qualify as an internship, the following criteria must be met:

- The experience must be an extension of the classroom by providing an opportunity to apply knowledge. It must not be simply be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- Typically, an internship is held for a predetermined amount of time, such as one semester, one summer, or an academic year.
- There is a job description with desired qualifications.
- There are clearly defined learning objectives related to the student’s academic and professional goals.
- There is supervision and feedback from a professional with expertise and/or education in the field of the experience.

PREPARING AN INTERNSHIP PROGRAM

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

Time: Organizations must have time to commit to train and provide ongoing supervision of interns.

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

Physical Setting: Organizations must provide a workspace — be it a computer station, a lab bench, or a desk with a phone, etc. — appropriate to the tasks/job the student will perform. Remote or home office is acceptable upon business request.

GENERAL CONDITIONS

Internship Registration Process

All non-Chinese national students who have been hired for an off-campus internship, must follow the Internship Registration Process and only allowed to take UNPAID internship. Students will be fully supported through this process by the NYU Shanghai Mobility office.

Work Schedule

The organization should provide a clear internship job description with work schedule that they both agree on. If there are major changes, the details must be clearly communicated on both sides. Student interns must not work more than eight hours per day with a lunch break.

Internship Termination

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

Involuntary Termination: Employers are recommended to contact the CDC if they have issues with their intern that might lead to termination. We advise that employers give a two-week warning notice prior to involuntary termination, to allow the student an opportunity to be aware of and correct specific job deficiencies. A copy of the warning notice should also be sent to the CDC. The student's failure to correct the deficiencies outlined in the warning notice will result in termination of internship service.

Students may be involuntarily dismissed from an internship position if (1) the student fails to perform in a satisfactory manner (2) The student commits a major offense such as theft, misconduct, etc. (note: the two-week notice period will be waived for students who are dismissed under this category).

DEVELOPING AN INTERNSHIP PROGRAM

Step 1: Internal Promotion of Internship Program

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

Step 2: Operational Needs

Organizations need to decide how many students and what type of students they will target. Organizations must decide on criteria such as specific majors they would like to recruit, class levels, academic achievement (e.g., minimum GPA), and skills and experience that may be required to perform in the internship. Lastly, organizations need to decide when they want to begin the internship program.

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

Step 3: Write a Job Description

The internship job description is a critical component to a successful internship program because it is used in all phases of the program. A job description can detail not only the daily functions of the job, but also the other things they will be experiencing, such as how other departments operate and/or meetings and events. Managers should consider all job functions that interns might be able to perform while taking into account the time it would take them to complete projects or tasks. A balance of level-appropriate and more challenging tasks will turn a potentially short-lived job description into one that can be used throughout the internship. Items that are typically included in a well-written job description are:

- Organization name/logo
- Organization description
- Internship title
- Internship description including description of daily duties
- A list of specific qualifications required and desired, such as skills, experience, knowledge, education/coursework, GPA, and class level
- Schedule such as tentative start date, how many hours per week are required, how flexible the work schedule is, tentative duration of the position

- Location of the internship
- Who will be supervising the position
- How students should apply

Step 5: Develop a Learning Agreement & Plan

A learning agreement and plan is an important and useful component of a good internship program. Learning agreements tend to cover logistical details such as procedures, processes, working hours, start and end dates, wages or benefits, and legal issues/considerations. They also often describe how students and supervisors would work together to develop learning objectives by outlining the skills the students want to gain and describing how students and supervisors plan to achieve these goals. Learning plans should also describe how the students would assess whether they've met their internship objectives. To view an example learning agreement view **Appendix B**.

INTERNSHIP PROGRAM RECRUITMENT

Using an effective recruitment strategy is one of the most important steps in developing a strong internship program. Here are a few key recruitment components that organizations will be encouraged to think about when developing a strong internship program:

Marketing Plan

Employers should communicate with the CDC about the academic calendar to decide the best time to start recruitment. Through the Career Development Center, you can post your job or internship online through NYU Shanghai CareerNet. Throughout the year, employers are also welcome to attend internship fairs and participate in events such as information sessions, company visits, industry panels, and networking events.

Application Process

- Most employers request a CV/resume and cover letter for the application process.
- The size of the organization and type of position will also determine what application materials are necessary. For example, business internships may only require a CV and cover letter, while public relations internships may also require a writing sample because of the position's editorial duties.

Interviewing

The interview process for an internship program should be similar to any other full-time, regular employee recruitment process because selecting the right interns is just as important as selecting the right career employees.

Pre-Interview: If the goal of the internship program is to develop potential career employees, then selecting students to interview that have similar skills and experience to new grad hires will be most effective. At no time should any organization rely solely on students' application materials without interviewing. All employers are welcome to utilize the CDC if they need on-campus space for interviewing candidates. Many organizations have a two-step internship interview process — either a phone interview followed by an in-person interview, or a panel interview followed by a one-on-one interview with the internship supervisor.

The Interview: All organizations should develop a set of interview questions so that the interview process has a structure and a focus. When developing a list of interview questions, remember that questions normally asked to an entry-level applicant might not be appropriate for a student-level internship interview. Here are some samples of questions:

- Tell me a little bit about yourself and why you are interested in working with us.

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

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

Selecting an Intern

Even if an organization does not use its internship program as a long-term recruitment tool, choosing the right interns will still affect how smoothly and efficiently an internship program will run. As a word of caution, organizations should be aware that just because an intern candidate has been selected, doesn't mean that the offer will be accepted. Here are some tips to convert students in accepting internship offers:

Complete the Selection Process Early: Organizations that wait too long to contact students will lose the best candidates to other organizations that made their selections more quickly. Organizations should try to complete their selection process within a week of interviewing all applicants. If organizations are trying to decide between two equally qualified NYUSH candidates, they may choose to call references or perhaps add one more additional phone interview.

Communicate with the student directly: A personal call to the selected student might assist organizations with securing a verbal commitment. During an internship selection process, it is important that hiring managers are not on vacation or away from the office for an extended period of time. If the hiring manager does plan to be away, it is important that he/she leaves an alternate contact person's name and gives that person instruction on what to tell the students.

Send an offer letter: All organizations are required to detail an internship offer in a hard copy letter so that there are no questions later about what was said or agreed to. An offer letter can include details such as start and end dates, hours to be worked, benefits, and a brief description of the internship. A learning agreement will detail the program more thoroughly and should be read and understood in a one-on-one meeting with the students and the supervisors. Employers are encouraged to CC the CDC with your offer letter so that we can support any issues that arise throughout the year.

Completing internship search: Most NYU Shanghai students apply for more than one internship in order to increase their chances of securing the most competitive internship. Organizations should keep this in mind when they start to contact students selected as interns. Students may take some time to decide which offer best fits their career goals. Organizations are encouraged to allow students time to make a decision by asking them to respond within a specified timeframe. One to two weeks is usually enough time to make a decision on multiple offers.

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

INTERNSHIP ORIENTATION

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

Timing

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

Format

- Organizations should begin an orientation with introductions and a general company overview before getting to the details of the program. It's advisable to have all paperwork out of the way prior to the beginning of the orientation.
- Team-building exercises are a good way to get interns and supervisors to get to know each other.
- Next, interns should be given details about their duties and responsibilities, the processes and procedures they should follow, and logistical information. Some examples are where to find supplies, the bathroom, or the office break/lunch room.
- A tour of the organization can be given in the middle or at the end of the orientation.
- As with most programs, it is advised that organizations leave ample time for student interns to ask questions about their new internships.

Managing Expectations

- It is recommended that interns and supervisors review clear expectations stated in an Internship Expectation Agreement and both sign the document.
- In *Building a Premier Internship Program: A Practical Guide for Employers* [1], Julie Cunningham suggests that expectations need to be managed on both sides and an orientation is the perfect time to do it. Students enter internships with expectations of what they will gain, learn, do, and not do. And supervisors have expectations of an internship program and what an intern will be able to do for them. It's important to manage these expectations right from the start so that problems don't arise further down the road. Here are some potential topics:
 - Good work habits (being responsible, completing tasks, being neat)
 - Punctuality
 - The importance of communication with the intern's supervisor and co-workers
 - Participation in events and activities
 - Understanding confidentiality
- Interns also have expectations of their supervisors, so the orientation is a good time to let them know what they can expect from their supervisors and the organization in general. Here are some expectations interns can have of their supervisors/internships:

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

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

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

Intern Handbooks

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

INTERN SUPERVISION AND MENTORING

Not all staff within an employing organization will be effective intern supervisors or mentors. Organizations are highly recommended to select staff members that have the interest, the time, and the ability to work with students who have a lot of potential, but perhaps not a lot of skills to offer right away.

Supervisor vs. Mentor

- Supervisors are necessary components of an internship program. Supervisors are the staff members directly responsible for the interns and will provide performance feedback and daily work direction.
- Mentors are not a mandatory component of an internship program, but are highly beneficial if available. Mentors are the resource staff that provide insight into the company culture and the overall industry. Mentors should work in the same department as the intern, have the time and the interest in being a mentor, and have a good understanding of the work that the interns will be doing.
- If an organization does not have enough staff to provide a supervisor and a mentor, but needs one staff member to be both, be sure that the supervisor is able to be a strong mentor as well.

Tips for Effective Supervision

Here are some tips to help organizations supervise interns, according to Robert Inkster and Roseanna Ross [1]:

At the beginning of the internship:

- Provide an intern with resources needed to do his/her job (e.g., physical space, staff support, and time)
- Introduce interns to the company through an email or newsletter and add them to the company rosters
- Give them a title other than intern
- Be aware of intern learning objectives and stay on track to meet them through regular review and discussion
- Give interns real work that utilizes their abilities
- Be honest with interns about what they can expect to do - Don't say one thing when the reality is totally different

- Take note of signs of confusion or boredom early so problems can be resolved before they get out of control

Throughout the internship:

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

At the end of the internship:

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

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

Tips for Effective Mentorship

Here are some expectations that interns have of mentors. These are also great tips on how to be a good mentor, according to Julie Cunningham [1]:

- Try to make each intern's transition to the organization as smooth as possible
- Teach them about the organization culture and give them help when they need it
- Explain how processes and procedures work in the organization
- Be a positive role model
- Provide informal feedback on performance
- Get involved in their professional development with the organization
- Give them individual attention and one-on-one time
- Recognizing intern contributions is customary. Recognition events typically happen at the end of the program and can help create a stronger staff commitment to the program. Recognition might take the form of a luncheon, a thank you card or gift, a plaque, or anything you think would be a nice gesture to internship staff.

[1] Cunningham, 2002

Dealing with Trouble Spots

Few internship programs run so smoothly that no problems arise. Robert Inkster and Roseanna Ross [1] suggest that both intern and supervisor expectations can cause problems, as can a lack of organization in an internship program from the start. Some common assumptions made by interns are:

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

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

Just as interns may have some misguided expectations, so do supervisors. Some common expectations that supervisors have are that the intern:

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

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

[1] Inkster and Ross, 1998

Professional and Social Development

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

The End of the Internship

At the end of the internship program, whether the program operates once or four times per year, organizations should provide evaluations or surveys to interns to evaluate the program, and to the supervisors to evaluate the interns. Evaluations benefit the organization in a couple of ways: by supplying information on how an organization might improve its internship program for future interns, and providing the ability to assess which interns should be considered for full-time employment.

Intern Evaluations: Interns should fill out an evaluation about their internship and the program in general. They may include questions about the application and recruitment process, supervision and training, what they gained or didn't gain from the experience, the things they liked and didn't like, and how they would rate the overall program. Good internship programs use these evaluations to improve processes and the overall experience for the interns and supervisors. Evaluations can be used along with a more personal one-on-one exit

interview, during which interns can also talk about their experiences, or they can be handed out on the final day and turned in to the supervisor after the internship ends.

Supervisor Evaluation of Intern: Supervisors should also be given an evaluation form for each intern they supervise to assess the intern's performance. If at the beginning of the program the intern and the supervisor wrote an effective learning agreement, an evaluation of performance at the end of the internship shouldn't be difficult. Providing documented ongoing feedback throughout the internship will also help make the final evaluation process easier. These evaluations may include such areas as how well the intern related with others, an assessment of their personal attributes, and the skills and knowledge they demonstrated.

EVALUATING THE INTERNSHIP PROGRAM

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

Job Performance

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

Productivity

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

Management Satisfaction

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

Student Internship Evaluations

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

staff members, most can provide a critical look at the things that worked and didn't work in the program.

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

Overall Evaluation

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

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

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

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

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