

As with any successful endeavor, developing an internship requires thought and planning. The University System of New Hampshire (USNH) – the state’s public university system – believes internships can be very beneficial to both employers and students.

### For students, an internship provides

- An opportunity to receive a real work experience
- An opportunity to explore the “working world” and investigate career interests
- Assistance with the development of specific skills and knowledge related to a career
- The ability to network and develop professional contacts
- A learning experience that comes directly from experienced professionals



### For employers, an internship provides

- Individuals with fresh perspectives and new ideas
- Assistance with special projects
- Access to students with special skills and/or knowledge
- A cost-effective means of evaluating performance and potential of an individual prior to considering a future employment offer
- The personal satisfaction of helping students progress in personal and career development

Most internships are designed by the instructor at a college or university within the framework of the student’s studies and in consultation with the employer to achieve maximum benefits to both. For an internship to be successful, both the employer and the intern must understand how an internship differs from a job and both must commit to working together to make the most of the opportunity.

### What is the definition of an internship?

The National Society for Experiential Education defines an internship as “a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.” These learning goals may include

- Academic learning: Applying knowledge learned in the classroom to the workplace
- Career development: Gaining some knowledge of a position and exploring interest in a field
- Skill development: Gaining an understanding of the skills and knowledge required in the workplace
- Personal development: Enhancing decision-making skills, critical-thinking skills, and increasing self-esteem.

Interns should be encouraged to bring “intentional learning goals” that support their academic and career interests. The intern’s supervisor may be asked to assist the intern and advisor in developing these goals. This ensures the goals are reasonable and indicates the employer’s commitment to helping the intern achieve them during the internship.



Contact information for each institution and on-line links to areas on our websites that list internship information and opportunities:

**University of New Hampshire – Durham**  
University Advising and Career Center  
Hood House  
Durham, NH  
603-862-2064  
[www.unh.edu/uacc](http://www.unh.edu/uacc)

**University of New Hampshire – Manchester**  
400 Commercial Street  
Manchester, NH  
603-641-4331  
[www.unhm.unh.edu/internships](http://www.unhm.unh.edu/internships)

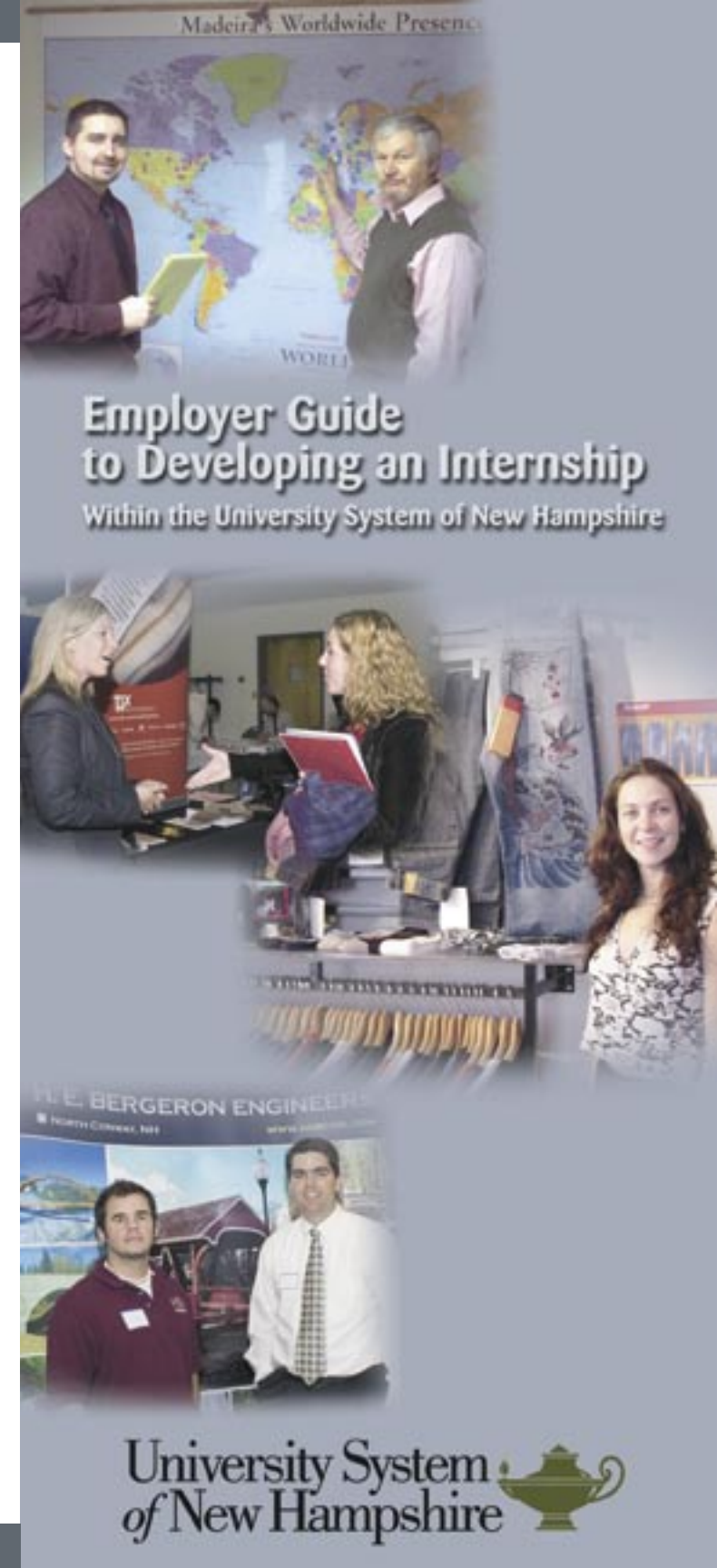
**Plymouth State University**  
The Bagley Center  
Internship Partners  
Plymouth, NH  
603-535-2336  
[www.plymouth.edu/career](http://www.plymouth.edu/career)

**Keene State College**  
Academic & Career Advising  
Keene, NH  
603-358-2500  
[www.keene.edu/aca](http://www.keene.edu/aca)


**Granite State College**  
Old Suncook Road  
Concord, NH  
603-513-1313  
[kathleen.moulis@granite.edu](mailto:kathleen.moulis@granite.edu)

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and to Business!**

University System  
of New Hampshire 



**Employer Guide  
to Developing an Internship**  
Within the University System of New Hampshire

University System  
of New Hampshire 

## Employer Responsibilities Before the Internship

1. Offer a true career-related experience that enhances academic and/or interest development.

While busy work is often a necessary part of most full-time, paid staff positions, the short-term experience of the internship should be one of intense focus on building critical skills and learning. Consequently, internships should include minimal exposure to routine clerical work. One of the biggest mistakes an employer makes is to develop an internship opportunity that is predominantly clerical. Make sure there are distinct objectives, goals, and/or projects for an intern.

2. Provide a position description that accurately describes the internship.

All USNH institutions accept postings throughout the year. Having a position description gives the employer and the student the ability to clearly define the job duties to be performed during the internship.

3. Determine the length of the internship.

Once the employer and the instructor have identified the scope of the work, they should determine how much time it will take to accomplish it. Internships vary in length and are offered in the summer or during the fall or spring semester. Specific requirements will vary by institution. For detailed information on the requirements of an internship, please contact the specific USNH college or university.

4. Appoint someone to act as a mentor/supervisor during the experience.

It is very important that an intern has a designated mentor/supervisor. This individual will need to provide orientation, training, supervision, evaluation/feedback, and opportunities for reflection for the student. The mentor/supervisor should be responsible for educating

When choosing a supervisor, it is important to choose someone who:

- Is interested in working with college students
- Has proven credentials and expertise in the student's area of study
- Has the time to invest in the internship, especially during the first few weeks
- Demonstrates qualities such as leadership, strong communication, and patience

On-going supervision of the student intern is essential to the success of the internship! An effective method of intern supervision is to have a set time – weekly is recommended – to review progress on projects, touch base, and provide feedback.

the intern on the general philosophy and procedures of operation for the organization. This relationship also helps the organization thoroughly assess the student's work habits, ethics, and productivity.

5. Provide safe working facilities.

Make available equipment, supplies, and space necessary for the student to perform his or her duties. Will the intern be on site alone at any point during the working hours? Will the intern be leaving the facility when it is dark outside? If so, does the parking area have adequate lighting? Are employees educated on organizational sexual harassment/assault policies? Who is liable for work-related injuries sustained by the intern?

6. Determine how the intern will be compensated.

Student interns are typically enrolled in a course for which they pay tuition and receive credit. Employers invest time and attention on the intern's learning process, which, in itself, is an expenditure. Given these factors, the general expectation has been that students who are earning credits are not directly compensated. In some cases, employer practice requires that interns be compensated. Policies and procedures about payment vary at each USNH institution and employers should work with college or university staff to see what is most appropriate.

## Employer Responsibilities During the Internship

### Training

Training is just as important as supervision. Develop a training program that will give the intern a clear understanding of expectations and duties associated with the internship. A well thought out orientation session will help to clarify goals and objectives while also providing the intern with information about the organization. On-going training is also important. Interns, as students, appreciate any opportunity to learn new skills or increase their knowledge. Developing a plan for training throughout the internship will keep students interested in the position and ready to accept new challenges.

### Evaluation

Evaluation is important to an intern's development and is an opportunity to identify strengths and weaknesses. It is helpful if supervisors conduct evaluations throughout the internship, not just at its conclusion. The evaluation should provide an opportunity for feedback. Regular evaluations help to avoid common problems with internships, including miscommunication, misunderstanding of roles, and lack of specific goals and objectives.

### Criteria to consider when evaluating an intern are

- Progress toward or accomplishment of learning objectives
- Skill development or job knowledge gained during the internship
- Overall contribution to the mission of the organization
- Dependability, punctuality, attendance
- Relations with others, overall attitude
- Potential in the field

The student should also evaluate the internship experience, which is important in determining the value of the work experience for future interns. Questions might include

- Was there educational value or merit in the assignment?
- Did the position live up to its initial description?
- Was the supervisor receptive to your ideas?
- Does the experience relate to your major or career goals?
- Did you receive a proper orientation?
- Was the supervisor willing and/or capable of answering questions?
- Did you develop positive work habits?

## How Can USNH Colleges and Universities Help You?

Employers who are interested in establishing an internship should plan to provide the following information:

- Brief organization overview
- Type of industry
- Position title
- Duties and responsibilities
- Skills and qualifications required/preferred (if any)
- Hours per week
- Compensation (if any)
- Start/end dates of internship
- Any additional information that may be important or interesting
- Contact information (name, title, mailing address, phone #, e-mail, website address)

Internships are structured in different ways at USNH institutions. Some efforts are centralized, while others are administered by different departments or schools within the institution. Contact information for each institution and on-line links to areas on our websites that list internship information and opportunities is on the back side of this brochure.

