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Overview

Florida International University

Vision:
*Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.*

Mission:
*Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.*

*Our mission is to impart knowledge through excellent teaching, promote public service, discover new knowledge, solve problems through research, and foster creativity.*

Division of Student Affairs

Vision:
The Division of Student Affairs at Florida International University will be known as a leader in promoting excellence and fostering student learning.

Mission:
The Division of Student Affairs at Florida International University supports the mission of the University by engaging students in becoming active contributors in an evolving global and technological society. The Division teaches civic responsibility, leadership, and commitment to service; nurtures an understanding of diversity; and contributes to academic success by providing students with support services and experiential learning opportunities.

Career Services

Vision:
*FIU graduates are equipped with the tools and resources to develop and manage their careers within a global workforce.*

Mission:
*To provide FIU students, alumni, faculty, administration and the community with current information regarding career development skills, trends and issues while preparing a viable global workforce for the 21st century.*
**Partnering for Success!**

**Florida International University**
As Miami’s first and only four-year public research university, FIU is Worlds Ahead in its service to the community and is a great place to recruit interns. With a student body of over 54,000, we are one of the 10 largest public universities in the nation.

Our colleges and schools offer more than 200 bachelors, masters and doctoral programs in fields such as Engineering, International Relations and Law. As one of South Florida’s anchor institutions, FIU has been locally and globally engaged for more than four decades, finding solutions to some of the more challenging problems of our time.

FIU’s student body reflects the diversity of South Florida with 61% of our student body being Hispanic, 15% White Non-Hispanic, 13% Black, 4% Asian or Pacific Islander and 7% other minority groups.

**What is an internship?**
*An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent* (National Association of Colleges and Employers - NACE).

At FIU Career Services, we are available to assist you with developing a successful internship program. Our staff can help create a positive internship experience for both you and our students.

**What are the benefits to having an intern?**

- An internship program can serve as a year-round recruiting tool.
- Interns can assist with special events and/or short-term projects.
- Interns may offer fresh ideas and new perspectives.
- Mentoring an intern provides your staff members the opportunity to develop supervisory skills.
- Providing internships can be a cost-effective solution for short-term projects.
- An employer’s visibility on campus is increased when promoting internships. It is a great way to brand your company on campus!

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[Modesto A. Maidique Campus]
11200 S.W. 8th Street, GC 230
Miami, FL 33199
(305) 348-2423

[Engineering Center]
10555 W. Flagler Street, EC 2852
Miami, FL 33174
(305) 348-1281

[Biscayne Bay Campus]
3000 N.E. 151st Street, WUC 255
North Miami, FL 33181
(305) 919-5770

career.fiu.edu
Onboarding Interns

What is onboarding?

Onboarding conveys your organizational brand and values, explains your people and professional culture, aligns institutional expectations and performance and provides the tools for the employee to be successfully assimilated into his or her position with a quicker ramp-up to productivity (Peopleadmin.com 2013).

Onboarding is used to describe the process of integrating new individuals with the current employees and system of operation for success in the work environment. It is a manner of engagement that teaches new employees the culture, how to socialize within the environment, and basic expectations and procedures. Onboarding starts before the arrival of the employee and can continue through one to two years. Onboarding provides the tools and knowledge for success in the work environment by stating the necessary benchmarks as time passes.

Onboarding Interns

Onboarding interns is a new concept but trends show that the level of engagement can determine whether the intern will continue or decide to leave a company. An onboarding program is stated to have a positive effect for employees who became fully engaged and productive members of an organization because they received support early, were able to bond with other employees, and created relationships that helped them grow professionally. The sooner interns become active in learning the culture of the company in a meaningful manner, and other necessary procedures, the sooner they will become productive and stay to complete the internship.

What are the benefits to onboarding an intern?

- Onboarding gives the message that support is available to interns and that it is done through a structured learning environment.
- Provides an immediate boost in morale of the interns and employees.
- Increases productivity by way of reinforcement of the company’s mission, culture, and values.
- Communicates messages that help orient and welcome the intern to the team and work environment.
- Onboarding saves time; boosts revenue and increases engagement of interns to bond faster with employees.
- Shortens processing time, improving compliance with regulations.
Internship Onboarding Program Templates

These internship onboarding program templates only serve as guides to help in the formulating of individualized company onboarding programs. The Human Resource Template is geared for human resource personnel and address human resources role in onboarding. The Manager Template is designed for supervisor or managers who will be facilitating the onboarding of new internship personnel. Lastly, the Intern Template serves as a general guide on what interns should anticipate prior to starting the internship and thereafter.

Human Resource Template

Manager Template

Intern Template
An effective intern onboarding practice can improve intern project completion. It will provide back up for interns’ needs, and help them to turn into productive professionals. Additionally, it allows for the interns to feel that they have made the right decision in joining your team.

The human resource’s section of the onboarding template addresses the following:

- Internship Pre-Planning Flow Chart
- Department of Labor - Fair Labor Standards Statement on Internships
- Intern Welcome Letter
- First Day Agenda
- Post-Intern Selection Checklist

HR’s role is that of coordinating and facilitating the process of onboarding, and participating in activities held during the first day.
Internship Pre-Planning Flowchart Sample

The pre-planning flowchart serves as a guide of areas needed to prepare before interns begin their onboarding process at your company:
Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background
The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

The Test For Unpaid Interns
There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship, and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.
Similar To An Education Environment And The Primary Beneficiary Of The Activity
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). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA’s minimum wage and overtime requirements because the employer benefits from the interns’ work.

Displacement And Supervision Issues
If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer’s regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement
The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

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

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.
Intern Welcome Letter Sample

The letter serves as only as a sample of what a welcome letter can encompass:

[Insert Company Logo Here]

Date [date]

[Mr. New Intern's Name]
[345 Central Street]
[Somewhere, State 67891]

Dear [Intern Name],

Welcome on-board! It pleases me to ratify your internship start date of [date]. Enclosed you will find your onboarding guide.

This letter serves to inform you of what you will need to bring on your first day. Please bring your guide and report to [location] at [time]. Parking is available [describe]. Upon arrival, ask for [name]. Please bring with you a voided check from your bank for direct deposit purposes (if paid internship), a valid government issued picture form of identification [or any other documents you require for employment verification]. On your first day [describe an amenity planned for this day ex. ‘lunch will be provided’]. Dress is [ex. business casual].

We’re happy you have chosen us for your internship. This is going to be an unforgettable experience for you. If you have any questions, please feel free to contact me at [phone].

Sincerely,

[Internship Coordinator]
[Title]
[Contact Information]
First Day Agenda Sample

Listed below are suggested topics and areas to review or address during the first day of orientation:

New Intern's Info
- Name
- Internship/Project Title
- Location
- Start Date

Introduction to Company
- History
- What We Do
- Key Industry Groups
- Mission, Vision, Culture
- Company Strategy
- Organizational Structure

New Intern paperwork
- Personal Info Form
- Emergency Info Form
- Anything Else required by your Company/State

Handbook and Key Policies Overview
- Sexual and Other Unlawful Harassment Policy
- Worker's Compensation Policy
- Drug and Alcohol Policy/Substance Abuse Policy
- Confidentiality Statement
- Cell Phone Use Policy
- Electronic Communications

Technology
- Computer/Tablet Basics
- Office Phones Basics Setup
- Intranet Basics
- Directories Basics

Tour and Introductions
- Intern Photo
- Key Staff Introductions

Tour of Branch
- Lunch Room
- Restrooms
- Work Area
- Parking
- Introduction to 'Co-workers'
- Use of Copiers and Fax Machines
Post-Intern Selection Checklist Sample

Use this section to include other items specific to your company’s needs after you have selected the interns but before your initial meeting with interns to ensure that all details are met.

(Additional required actions or items)

1. Phone intern to offer support with any questions
2. Secure name badge
3. Identify manager leading orientation
4. Ensure all compliance documents are prepared
5. Remind front desk of new interns arrival
6. "Additional Requirement"
7. "Additional Requirement"
Manager’s Onboarding Template

The manager supervises the interns directly and as such he/she is an important connection for a pleasant first experience. The manager acknowledges commitment on the intern’s part as quickly as possible. He/she works diligently with the interns and their mentor to create the best learning environment, helps them to become self-sufficient and learn to maneuver within the work community.

The manager’s section of the onboarding template addresses the following:

- Tips for before intern’s first day
- Parameters for choosing and preparing a buddy/mentor
- Manager’s timeframe checklists
- Suggested questions for reflection during meetings
- Onboarding buddy/mentor program information
- Buddy/mentor checklist
- First day agenda worksheet
**Tips for Before Intern’s First Day**

An intern’s first day can be exciting and scary. It is important to help your new intern become enthusiastic about the learning opportunity from your company. Onboarding does not have to be boring and can be an opportunity for the new intern to feel comfortable, relaxed and ready to work in their new environment.

- State clear expectations at the first conference. Give guidelines on acceptable behaviors and answer questions.
- Be specific as far as what role you expect them to execute.
- Deal with issues regarding performance the first time you notice them. Don’t wait for another episode to address an issue.
- Stipulate the goals at the organization and department levels.
- Jump-start conversation on tactical plans, and specifically the way that your subdivision backs the mission of the organization.
- Help interns develop their network. Introduce them to main customers. As part of the introduction, talk about the expectations of the client.
- Have an honest dialog about the employees and entities which will contribute to the intern’s completion of his or her assignments. You may introduce the intern(s) to staff members with a tour of the facilities.
- Set genuine goals that are conceivable within the intern’s stay with the company and keeping in mind his or her fortes. Remind the intern to appeal for help from other employees when needed.
- Talk about past mistakes of previous interns or of any other individual as relevant to the intern’s assignment.
- Hold systematic “review” meetings.
- Training resources should be made accessible before a situation arises.
- Stay visible and available for the intern by checking on him/her often (a few minutes at the start each day).

Agreeing to join your business as an intern was probably a big decision for him or her. Once he/she has accepted, the days or weeks before day one are vital in fostering a constructive rapport. To guarantee a pleasing transition follow suggestions in the checklists in this template. The subsequent suggestions may also be helpful to warrant that the relationship you build with your intern is robust from the start.

- Orient them before the first day of internship. You may inform the intern in the welcome letter of the benefit offered by online videos as informative tools about the company. They can learn about company’s values and mission before the start date.
- Start thinking of who to assign as an intern’s buddy/mentor to direct them from the start for them to adapt sooner and build associations that help them to learn.
- Arrange meetings with employees and clients that your new intern would benefit from meeting early on.
- Make yourself available for the first days and weeks of the new intern's project.
- Put together a timetable for the intern’s first-week that has him/her conducting activities that are significant and aids them to have a head start. The timetable should be a complete balance of time spent with others, rest time, and time on their own to review new intern materials and complete other new-intern-related tasks.

Contemplate to include some or all of the subsequent:

- Small meetings with other team members during which, employees explain their work and how it fits in with the work the new intern does.
- Individual meetings with you to explain intern project description, expectation of performance, time, suitable apparel, etc.
- Inform intern of scheduled times to evaluate materials.
- Integrate in the intern's schedule time on their own at their workspace so they can intake the new material gathered and make work notes/guides with what they’ve learned in get-togethers.
- Tour of site.

**Parameters for Choosing and Preparing Buddy/Mentor**

A chief element of onboarding includes the identification of a buddy or mentor for the new intern. An ideal buddy/mentor is a long time employee who has an interest to help the intern thrive. They work in partnership with the intern during his/her internship instructing and leading him/her to success and achieving a sense of being in the right place.

The buddy/mentor is an efficient resource of inside advice, who, rich with the company’s culture, coaches the intern to productivity and excellence. The buddy/mentor must be a reliable and easily trusted individual. This will permit a relaxed atmosphere that makes the intern feel at ease when asking questions regarding norms and most importantly, the understood procedures that help to make sense of how things really work.

One important objective of the buddy/mentor is to help the intern achieve a sense of being in the right place. With a constructive buddy/mentor, the new intern will rapidly start contributing to his or her division. With an efficient buddy/mentor in place, new interns will rapidly appreciate not only how he/she fits in, but also what the expectations of his work are and how to thrive.
The manager’s responsibilities concerning buddies/mentors:

- Choose active role models
- Ensure the buddy/mentor has available time for the intern
- Train the buddy/mentor in coaching and supply him/her with the tools to be effective
- Supervise the buddy/mentor – intern relationship
- Evaluate the intern program

Buddy/Mentor selection parameters:

- Consistently performs above average and acts as a positive role model
- Knowledgeable of the new intern’s job/project assignment
- Exhibits pride of working with the organization
- Is approachable, has patience and good communication skills
- There’s no need to coax him/her, takes on the buddy/mentor responsibility eagerly

After the buddy/mentor has been selected, provide him/her with the 'Buddy/Mentor Checklist' and the program description.

**Manager’s Timeframe Checklist**

The subsequent checklist is designed to guarantee a trouble-free assimilation for your new intern. Organization and preparedness communicates to them the value that your company places in them and that you are thrilled with their joining the team, even if for a short period of time.

**Post-Intern Selection Checklist**

- Set up/clean work space.
- Make supplies available (computer, tape, pencils, stapler, etc.).
- Arrange office phone extension.
- Prepare the documents to order the facilities’ key for new intern.
- Broadcast intern’s approaching start date to personnel and important customers.
  Sample attached.
- Select a buddy/mentor for the new intern and provide him/her with the 'Buddy/Mentor Checklist' and the program description.
- The week prior to the new intern’s start date, call the new intern to address concerns.
- Order name badge if applicable.
- If paid internship, complete the intern payroll-related documents.
During the First Week, First 30 Days and 31 to 60 Days:

During the First Week

Branch Tour (Buddy/Mentor or Manager):
- Work area
- Restrooms
- Lunch Room
- Parking Place and Availability
- Introduction to staff
- Copier/fax machines use (ex. card or code)
- Division organizational structure

Technology Training:
- If paid internship: pay method (ex. typing in time in company's system, accessing pay stubs)
- Basic review of Outlook

During the First 30 Days

- Discuss the mission of the company as well as objectives and culture and how these relate to the new intern's assignment.
- Conduct Q&A’s sessions about info covered.
- Plan for a short meeting per week with new intern to review. (Sample questions attached)
- State Responsibilities and Expectations
  - Discuss what effect the new intern’s responsibilities have on the team and the business as a whole.
  - Provide intern with specific and time sensitive expectations as well as associated priorities.
  - Along with the intern, create an action plan to help him/her to attain the stated expectations and goals.
  - Along with the intern, come up with a list of goals that can be put on the short term. Make sure they are important not only for the intern’s job assignment, but also for his/her future career plans.

During 31 to 60 Days/Midpoint

- Establish meetings with the intern on a systematic schedule.
- Conduct Midpoint performance review
Suggested Questions for Reflection During Meetings

1. What progress have you achieved with your project? Have you been given feedback?
2. Is the project you are working on and our company what you expected when you were offered the internship?
3. Has there been anything unexpected? If so, what was it? Was it positive or negative?
4. Have we provided sufficient training to help you achieve your goals?
5. Is there any specific training you would like to see added for future interns?
6. Do you feel you'd benefit from more training in any specific area?
7. How is your experience with your buddy/mentor? Has he/she been accommodating to help you meet your requirements?
8. Would you propose any changes be made to the buddy/mentor program?
9. Have we provided you with all of the work tools you need? If not, what is missing?
10. Have you been able to develop good standing relationships with staff and other interns?
11. Are you being made to feel part of a team and are they supporting you?
12. Would you like to share any suggestions, you might have on how we could improve our work?
13. Do you feel left out of anything?
14. Do you have any questions for me? Can I clarify anything for you?
15. Is there anything you would like to tell me that I have not asked you?
16. If there have been any issues brought up in past meetings, discuss them now to see the progression and to determine resolution.

Onboarding Buddy/Mentor Program Info

Being selected as a buddy/mentor is an account of your achievements as an employee with our company. Congratulations! You will be the buddy/mentor of [new intern’s name] who is joining us on [start date] as a/an [internship title]. As a buddy/mentor, you are an important part in our onboarding program, assisting the new interns to learn about the company, his/her co-workers, and have all the elements for the best start possible.
Your responsibilities as a buddy/mentor include:

- Supply information to your new intern on critical policies, procedures, work rules, norms, etc.
- Offer insight, feedback, facilitate support for the new interns’ social involvement in the department
- Assist in engagement of the new intern
- Be a tour guide; deliver overviews and create networks
- Identify resources to help the new intern

A new intern anticipates from you:

- Instruction, direction, encouragement, and a positive attitude
- Confidentiality with shared information
- Authentic feedback
- Assistance in embracing the culture of your company and the branch
- Help in understanding how to get things done
- Assistance in building networks and relationships within the department and stakeholders
- Discernment into building effective, productive relationships
- Awareness of balanced mastery of three forms of communication – e-mail, telephone, in-person

Tips for Buddies:

- Your position is to foster professional growth. Your experience is your expertise and your focus is on the intern having your guidance in learning. You don’t have to have all the answers.
- Learn to move with the flow. Be patient and encouraging. Develop the relationship slowly. Focus on growth of your interpersonal interaction.
- Deliver information and allow the intern to visualize relationships in real situations.
- Be sensitive of a preferred style of communication and/or cultural identification.
- Establish ongoing monitoring for skill developing.
- Active listening is an asset that may be more important than giving advice.
- Don’t be negative; ask questions such as “What do you need?” “What makes you feel that way?” “How can I help?” don’t draw conclusions without exploring the reasons why someone feels or acts a certain way. Try asking one more question that may bring clarity to a situation.
- Keep a good attitude and stay in a teaching spirit.
- Don’t let discouragements caused by failures mar the main task. Sometimes this may mean to try another approach to correct a situation. Also, awareness changes the outlook.
Buddy/Mentor Checklist

New Intern’s Info:

Name:  
Start Date of internship: 
Internship Title:  
End Date of Internship: 

Before the New Intern Starts

- Support the manager in preparing the new intern’s work area by ensuring that basic office and desk supplies are available.
- Review the new intern’s skills background so you have an idea of their interest and experience.

Week One

- Meet and greet the intern on their first day with you.
- Confirm any necessary housekeeping to be completed.
- Tour your location and introduce intern initially to other employees and interns.
- Explain mail procedures, use of basic office machines, and any other procedural information specific to your branch. Arrange pertinent training required for job.
- Localize their work area and ensure all the necessary supplies are available.
- Address pending issues or questions.

First Month

- Establish short informal daily check-ins for directed learning while working on projects and answer any additional questions and offer assistance where possible.
- Review and redirect or adjust as needed on what has already been covered.

After the end of the first month

- Mentoring/Budding relationship may continue informally as desired or needed.
First Day Agenda Worksheet

The first day agenda will include time with HR for completing new intern paperwork (even if not being paid) and discussion of policies/procedures. There may be the introduction to the department and workplace, set up basic training on company technology with the activation of access to work efficiently.

______________________________________________________________________________

Please state the new interns’ initial contact while in the corporate location:
______________________________________________________________________________

Parking / Lunch arrangements:
______________________________________________________________________________

______________________________________________________________________________

Any new request/guidelines/notes/suggestions for the new intern’s first day.
______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Please forward this form to HR when complete.
Intern Onboarding Template

Onboarding Interns

An onboarding program is stated to have a positive effect for employees who became fully engaged and productive members of an organization because they received support early, were able to bond with other employees, and created relationships that helped them grow professionally. The sooner interns become active in learning the culture of the company in a meaningful manner, and other necessary procedures, the sooner they will become productive and stay to complete the internship.

Benefits to onboarding include:

- Onboarding gives the message that support is available to interns and that it is done through a structured learning environment.
- Provides an immediate boost in morale of the interns and employees.
- Increases productivity by way of reinforcement of the company’s mission, culture, and values.
- Communicates messages that help orient and welcome the intern to the team and work environment.
- Onboarding saves time; boosts revenue and increases engagement of interns to bond faster with employees.
- Shortens processing time, improving compliance with regulations.

Welcome Letter

Know your Rights!

Before the First Day

Mission, Vision, Beliefs and Culture

New Intern Information Sheet & Buddy/Mentor Information

Onboarding Checklists
Welcome aboard!

The purpose of this handbook is designed as a reference tool to be used by interns and supervisors. Information outlining guidance of the [Name of Program] Internship Program and description of [Name of Company] will be especially helpful to the new intern.

The information contained in this manual only outlines the policies towards the various phases of the internship. This ensures that fair and equitable interpretations of policy, which require personnel action on a regular recurring basis is delivered. While it is our intention to provide you with advance notice of any changes, it may not always be possible. Therefore, these guidelines are also to aid in achieving close communication with supervisors to ensure they are up to date. Changes in policy are often necessary to keep pace with the rate of change in the business environment. It is not the intention of this plan nor should it be interpreted as an enforceable obligation on the part of [Name of Company].

Deviations from the handbook’s provisions by management personnel may be authorized, or subsequently ratified, by the [Name of Company] as it deems appropriate.

While we ask for reasonable notice, the intern may terminate the relationship at any time, for any reason, with or without notice, and [Name of Company] reserves the corresponding right. Nothing said or written, now or in the future, is to be interpreted to the contrary. No officer, supervisor, employee or representative of [Name of Company] has authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. For that reason if any intern has any questions, concerns of applicability of a policy or practice please address specific questions to [Name of Individual] at [Phone number].

If you have any questions or need further clarification on any subject contained in this handbook please contact [Name of Individual], at [Phone number].

Sincerely,

[Internship Coordinator]
[Title]
[Contact Information]
Know your Rights!

U.S. Department of Labor
Wage and Hour Division

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

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background
The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

The Test For Unpaid Interns
There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

FS 71
Similar To An Education Environment And The Primary Beneficiary Of The Activity
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). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA’s minimum wage and overtime requirements because the employer benefits from the interns’ work.

Displacement And Supervision Issues
If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer’s regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement
The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

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

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

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.
Preparing for the First Day

Before your first day, expect to receive an email or letter from a HR representative at the Human Resource Office (HRO) to congratulate you on your internship. This confirms your position, pay scale/ or not paid, and start date. Similarly, included in the email is the contact information for your Supervisor, assigned buddy/mentor and an Onboarding Representative at [Department]. Finally, the attached documents which contain important employment information and required forms, need to be completed by your start date. Start by walking through the contents of the Welcome Package as soon as possible. Complete the applicable required forms and bring them on your first day to facilitate your in-processing.

You will receive an email from your buddy/mentor to coordinate your first day arrival to [Company]; this employee will meet you in the lobby on your first day and is to assist you throughout the majority of the onboarding process. (Note: You’ll learn more about the role of your buddy/mentor in the paragraphs below.)

For the first day, you should bring with you:

- A picture I.D. and your Social Security Card;
- A voided check from your bank for direct deposit purposes;
- Applicable Internship Forms from the Welcome Package.
Mission, Vision, Beliefs and Culture Worksheet

Please fill out the information below as you learn more about our company...

Our Mission is:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Our beliefs are:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Our Vision is:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Our Culture is:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
New Intern Information Sheet & Buddy/Mentor Information

New Intern Information Sheet

Name: 
Title: 

Location: 

Network username: 
Network password: 

Email address: 

Location phone number: 
Phone extension: 

________________________________________________________________________

Role of Your Buddy/Mentor

Your buddy/mentor’s (named below) is available to help you learn more about our company and assist with your new projects. Your mentor is available to support you with any questions you may have during your first weeks and months.

A mentor can provide the following:

- Advice, guidance, and encouragement with the teaching of specific skills.
- Facilitate growth through total development.
- Challenges you to move beyond your comfort zones using honest feedback.
- Help in understanding the culture of our company and the branch.
- Help in creating a safe learning environment for taking risks.
- Insight into how to make relationships with people effective and productive.

Mentor Name: 

Mentor’s contact information:
Onboarding Checklist

Intern’s Onboarding Checklist
Onboarding is beyond the traditional orientation. Here is a checklist of important items to be discussed with you and the timeframe in which to be completed. Please indicate when topics are completed by using your initials below:

During the first week:

Introduction to company (HR)

- Company’s History
- Company’s Brand
- Mission, Vision and Culture
- Company’s Strategic Plan
- Organizational Structure

New Intern Paperwork (HR)

- Form I-9 (two forms of ID attached) (if paid)
- Form W-4 (if paid)
- Personal Information Form
- Emergency Information Form
- Direct Deposit Form and cancelled check (if paid)
- Additional supporting documents

Key Policies Overview

- Sexual and Other Unlawful Harassment Policy
- Worker’s Compensation Policy
- Drug and Alcohol Policy/Substance Abuse Policy
- Confidentiality Statement
- Cell Phone Policy
- Electronic Communications

Technology Training

- Directories basics
- Intranet basics
- Computer/tablet basics
- Office phones, cell phones, and voicemail basics and setup
- Security protocols
Location Tour: Manager or Buddy/Mentor

- Work area
- Restrooms
- Lunch Room
- Parking Place and Availability
- Introduction to staff
- Copier/fax machines use (ex. card or code)
- Division organizational structure

During the First 30 Days

- Investigate present training opportunities and resources.
- Continue meeting with manager on a regular basis.
- Learn more about department goals, business and social events.

31 Days to 60 Days

- Communicate with manager for feedback on your progress at least every two weeks, or as time permits.
- Update goal completion forms.
- Learn new skills after mastery of one.

61 Days to the End of the Year or Project

- Meet with your manager for your Midpoint performance review.
- Clarify Responsibilities and Expectations.
- Advantages of continuous development.
- List expectations and accompanying priorities and goals with your manager.
- Develop action plan with manager to achieve key expectations and priorities.
- Goal Setting: Write list of goals that are important for your role in the future, but can be put on hold for the short term.
- Meet on predefined dates to update/clarify roles and expectations including a 6-month review and year-end review.
- Request supporting resume from buddy/mentor.
Appendix A:

Learning Goals Agreement

Your learning goals agreement outlines what you intend to learn and accomplish during your internship. It represents an agreement between you and your site supervisor built on mutual intentions and expectations for the internship, both educational and work-related. It also outlines specific strategies for achieving your goals and how your progress will be evaluated.

LEARNING OBJECTIVES:
Internship goals or learning objectives describe what you intend to learn through your internship. Be specific. Are you looking to improve or develop skills or expand knowledge of a particular field? Are you interested in testing a career interest, trying to decide what you want to major in, or in clarifying the direction of your remaining college years?

STRATEGIES:
Describe the specific process for how you will achieve your goals. Will you undergo training? How many hours? Will you be working on a specific project? Will you attend related conferences or meetings? Do you plan to interview professionals or experts about careers they have chosen? Have you thought about visiting another organization to get a better perspective? More than one strategy can be used to meet each objective.

EVALUATION METHODS:
Describe how your progress regarding each objective will be measured. How will you know and show others that you have achieved your learning objectives? Will you compile records of your activities throughout the internship (e.g., reports or other written materials you have prepared for the organization, notes on training sessions, staff meetings, or conferences)? Will you ask your supervisor or other people at your internship site to observe you at work and give you feedback and suggestions?
Learning Goals Agreement

Setting internship goals should be a collaborative process resulting in outcomes that meet the needs of the intern and the site supervisor. Use this guide to clarify what you hope to learn and the skills you would like to develop. Also, discuss potential learning goals with your site supervisor and establish a working plan describing the day-to-day activities that will help you reach your learning goals, while supporting the needs of the organization.

1. What do you hope to achieve by participating in this internship?

2. What specific knowledge and skills would you like to gain from this internship?

3. How will this internship relate to your academic experience?

4. What criteria will you use to evaluate your progress at your internship?

Intern’s Signature ____________________________ Date___________________

Site Supervisor

Signature ____________________________ Date ____________________________
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Strategies</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What I intend to learn)</td>
<td>(Specific processes for achieving my objectives)</td>
<td>(How my progress will be measured)</td>
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</tbody>
</table>
Appendix B:

Sample Student Intern Information Form

Student Information:
Name_________________________________ ID#__________________
Phone_________________________________ Email__________________________________________
Major(s)____________________________________Minor(s)___________________________
Term: Fall___ Spring___ Summer___       Year: 20____

Internship Site Information:
Name of Organization__________________________________________________________________
Address _____________________________________________________________________________
Site Supervisor Name _____________________________________
Site Supervisor Job Title ________________________________________________________________
Phone________________Email____________________Website_________________________

Additional Details:
Is this a paid internship? Yes ____ No____ If yes, please list compensation amount _________________
How many hours per week will you work? __________________________________________________
How did you hear about this internship? __________________________________________________

Modesto A. Maidique Campus
11200 S.W. 8th Street, GC 230
Miami, FL 33199
(305) 348-2423

Engineering Center
10555 W. Flagler Street, EC 2852
Miami, FL 33174
(305) 348-1281

Biscayne Bay Campus
3000 N.E. 151st Street, WUC 255
North Miami, FL 33181
(305) 919-6770

career.fiu.edu
Brief Description of Duties and Responsibilities:

Intern

Signature ___________________________ Date ____________

Site Supervisor

Signature ___________________________ Date ____________
Appendix C:
Sample Internship Evaluation by Supervisor

The Career Services Office at FIU appreciates your willingness to participate in our Internship Program. Your feedback and support is greatly appreciated and will remain confidential. Please complete and return this form to the Career Services Office at your earliest convenience.

General Information:

Intern’s Name:_____________________________________________________________
Supervisor’s Name:_________________________________________________________
Supervisor’s Title:__________________________________________________________
Agency/Organization Name:_________________________________________________

Internship Information:

Start date: ___________________________ End date: ___________________________ Hours per Week: ___________________________

Please select the column that best describes the intern’s performance during his/her internship:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Attendance | Attends work regularly and on time
| Production | Produces the expected volume of work
| Thoroughness and Accuracy | Attentive to detail and gets the job done right


<table>
<thead>
<tr>
<th>Initiative</th>
<th>Takes initiative on project assignments and offers effective solutions for improving operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>Writes with clarity and uses critical thinking skills</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>Articulates ideas and concerns clearly; maintains effective two-way communication with staff, peers, and supervisor</td>
</tr>
</tbody>
</table>

In reviewing the intern’s Learning Goals proposal, do you believe that the intern has successfully achieved those goals? Please explain.

What suggestions would you offer the intern to enhance his/her career development and future job success?
Appendix D:
Sample Internship Evaluation by Student

General Information:
Intern’s Name:______________________________________________________________
Supervisor’s Name:____________________________________________________________
Supervisor’s Title:______________________________________________________________
Agency/Organization Name:_____________________________________________________

Internship Information:
Start date: ___________________________ End date: ___________________________ Hours per Week: ___________________________

<table>
<thead>
<tr>
<th>Please rate the following statements:</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was encouraged to provide feedback and input.</td>
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<tr>
<td>I was treated in a professional manner.</td>
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<tr>
<td>Work assignments and tasks were challenging and stimulating.</td>
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<tr>
<td>I was able to develop positive relationships and a network for future use.</td>
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<tr>
<td>I gained skills and knowledge that will be helpful in the future.</td>
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<tr>
<td>I was able to apply concepts I learned in class in the work environment.</td>
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</tr>
<tr>
<td>I believe I can get a good reference from someone in this organization.</td>
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</tr>
</tbody>
</table>
Internship Evaluation by Student

How has this internship helped you achieve your learning goals?

Did the internship meet your expectations? Why or why not?

Would you recommend this internship to another FIU student? Why or why not?

Would you be willing to participate in a FIU internship student panel or other program for FIU students?

I feel better prepared to enter the work world as a result of my internship.
Appendix E:
Career Services Internship Policies and Procedures

Employers who recruit interns with Florida International University must agree to follow the Career Services Office guidelines that include the following:

- Register with Panther JOBLink and provide a comprehensive job description of each internship position desired to be filled by an FIU student or alumni.
- Internship positions must provide clear learning outcomes, internship objectives, and a defined start and end date.
- Employer supervision must be provided on-site and students must be provided with training and mentorship.
- Internships that are virtual, work from home, or require home site visits are not permissible.
- Full-time internship positions are required to provide compensation regardless of academic semester.
- Students will not be held financially responsible for training, materials, and/or other items required to perform job as required by the internship.
- Internship employers are responsible for the ethical and legal conduct of their employees throughout the internship experience.
- Re-disclosure of candidate information is strictly prohibited without the candidate’s written consent.
- Internship programs must meet the six requirements of the U.S. Department of Labor – Fair Labor Standards Act’s definition of an internship:
  1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
  2. The internship experience is for the benefit of the intern;
  3. The intern does not displace regular employees, but works under close supervision of existing staff;
  4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
  5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
  6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
- In addition to the U.S. Department of Labor’s guidelines, the Career Services Office also follows the standards established by the National Association of Colleges and Employers (NACE). All of the following criteria must be met:
  1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
  2. The skills or knowledge learned must be transferable to other employment settings.
  3. The experience has a defined beginning and end, and a job description with desired qualifications.
  4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
  5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
  6. There is routine feedback by the experienced supervisor.
  7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.
References

FIU Employer Internship Manual
https://career.fiu.edu/employer-internship-manual/

Four Key Pillars
http://www.mindtickle.com/blog/run-effective-new-hire-onboarding-program-4-key-pillars/

Position Statement: U.S. Internships A Definition and Criteria to Assess Opportunities And Determine the Implications for Compensation
https://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx

Sample Onboarding plan: California Dept. of Human Resources

What is Onboarding Exactly?
www.peopleadmin.com/2013/01/what-is-onboarding-exactly/

5 onboarding best practices
http://www.guidespark.com/ty-onboarding-best-practices/

Onboarding Template Toolkit for the Electrical Distribution Industry by National Association of Electrical Distributors (NAED)

Intern’s Acknowledgements

We did not reinvent the wheel. The information presented in this program was gathered through research of current trends and best practices suggested by professionals in the field. Moreover, the format of this booklet was inspired by other Employee Onboarding Toolkits such as referenced above.

Michelle Osborne and Nancy Viera
FIU - Adult Ed / HRD internship class Fall 2014