

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Legal Considerations and the Intern

How does hiring an intern affect me legally?

This is one of the first questions that most employers ask as they embark on the path to creating an internship program in their organizations. Hiring an intern is very similar to hiring a full-time employee with one major difference – Should I hire an intern on a paid or unpaid basis?

The U.S. Department of Labor has established regulations that control whether or not an internship must be qualified as paid or unpaid.

If an internship qualifies as a paid position, interns legally must be paid the federal minimum wage (at the very least) for the services they provide within the “for-profit” or private sector. They must also be paid overtime. Both regulations fall under the Fair Labor Standards Act (FLSA).

In addition, the U.S. Department of Labor has developed six new criteria that an employer must apply to determine whether an internship legally qualifies to work without compensation.

The following six standards must be met in order to establish that an intern qualifies to work unpaid:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar 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.

(U.S. Department of Labor Wage and Hour Division)

Assuming the internship qualifies under all six factors as an unpaid internship, the FLSA does not consider an employment relationship to actually exist. Therefore, the intern no longer qualifies for the minimum wage and overtime requirements, under the law.

That being said, remember, the goal for this internship is to attract the brightest individuals to your company so you may enhance your workforce and to increase your profitability. It is in your company's best interest to offer a competitive wage and benefits to your interns.

Quick Links:

[..\Internship Programs Under The Fair Labor Standards Act.pdf](#)

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Benefits of an Internship to your Organization

What are the benefits of an Internship to an Employer?

1. **Find future employees.** An internship program is a year-round recruiting tool. Fall internships, summer internships, semester internships, and quarterly internships, implementing an internship program means you have an ongoing pipeline of future fulltime employees.

For many, the process of recruiting and hiring is a drain on company resources. One solution: Appeal to tomorrow's staff members when they're looking for internships, and all you have to do is choose the best of the bunch when it comes time to hire.

Moreover, college campuses are viral societies. This means if your organization impresses one class of interns, word will quickly spread. Soon you'll find the most sought-after student talent is interested in working with you.

2. **Test-drive the talent.** It's a human resources reality: A new employee makes a solid impression in the interview, but then just doesn't gel with your current team or your company's way of doing things.

Because of this, hiring someone as an intern is the most effective way to evaluate their potential as a fulltime employee. When you "try out" candidates via a semester or summer internship, you make fewer mistakes when it comes to fulltime staffing; you avoid the pitfall of training a new hire, only to find out they're not a fit for your organization...or that the entry-level employee doesn't like the field. Starting an internship program lets you benefit from added manpower, while more accurately assessing candidates.

3. **Increase productivity.** Speaking of additional manpower, setting up an internship program allows you to take advantage of short-term support. The extra sets of hands help your employees be more productive, prevent them from becoming overburdened by side projects, as well as free them up to accomplish more creative tasks or those where higher-level, strategic thinking or expertise is required.
4. **Increase employee-retention rate.** The proof for the test-driving theory is in the positive employee-retention figures: According to NACE's 2009 Experiential Education Survey, almost 40% of employers reported a higher five-year retention rate among employees they'd hired via their internship programs.

5. **Enhance perspective.** It's not just the extra sets of hands that make interns advantageous. Especially in an organization of only 12 or 15 employees, new people bring with them novel perspectives, fresh ideas, and specialized strengths and skill sets. These augment the abilities of your professional workforce.
6. **Take advantage of low-cost labor.** Interns are an inexpensive resource. Their salaries are significantly lower than staff employees, *and* you aren't obligated to pay unemployment or a severance package should you not hire them on fulltime. Moreover, while their wage requirements are modest, they're among the most highly motivated members of the workforce.
7. **Find free-of-charge.** Internships.com allows you to post your employer profile completely free of charge. This means you get extensive exposure to the top colleges and candidates without putting a dent in your recruiting budget.
8. **Give back to the community.** As a small business, you likely rely on community support. Creating an internship program is an excellent way to give back. Hiring interns not only helps students in your community get started; it enhances the local workforce as a whole.
9. **Support students.** Internships provide students numerous perks: They gain experience, develop skills, make connections, strengthen their resumes, learn about a field, and assess their interest and abilities.

Offering a **paid internship** is particularly beneficial, because it enables economically disadvantaged youth to participate. Students who have to help fund their own schooling will need a job, regardless. Providing an internship allows that job to facilitate a positive future.

10. **Benefit your small business.** When looking for fulltime work, the top talent often go for big-name businesses. But when seeking internships, *learning* is the leading draw. Many candidates feel they'll get more hands-on training, real experience, and mentoring opportunities with smaller organizations.

In terms of both today's workload and tomorrow's workforce, starting an internship program is an excellent way to facilitate success at your small- or medium-sized business.

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Setting Goals and Expectations

Company's expectations – What should I get out of this internship?

- You will get the opportunity to have someone who is very enthusiastic about working in your company. Your intern can create a level of excitement within the organization that tends to go away as employees become "settled" in their respective roles
- You will get a very fresh and unbiased perspective from your intern about the inner workings of your organization
- You will get an opportunity to evaluate the intern in your own environment. An internship is possibly the perfect type of interview process which lasts for several months. During this time, you will get to see the potential employee (the intern) interact with their actual colleagues, in real organizational environment
- You will get an opportunity to evaluate your training programs and make improvements in them
- You will be able to evaluate the effectiveness of your organization's communication system
- You will be able to evaluate your organization's culture

Intern's expectations – What should I get out this experience?

- The intern will be assigned a significant task/project that will benefit the organization and be educational for the intern, along with familiarizing the intern with the overall efforts of the organization.
- The intern should accomplish challenging, but realistic, responsibilities.
- The intern will develop professional competencies needed for future job search and career success.
- The intern will utilize the knowledge of the professionals they will be working with and possibly find a professional mentor.
- The intern will be able to get specific training on their day-to-day responsibilities?
- The intern will learn to work in team environment.

- The intern will learn about overall structure of the company and how does each department fit within that structure
- The intern will get an opportunity to work on various types of projects
- The intern will get valuable insight in management styles and organizational culture
- The intern will get an opportunity to develop specific and measurable goals with their supervisor.
- The intern will get to network with other departments and colleagues.
- The intern will get practice in demonstration of professionalism.
- The intern will get the opportunity to build up their resume by including real world examples of things they completed and had an impact on as well as talk about measurable results.
- The intern will learn to have an open mind about the experience—they may have to do some things that they don't particularly care for, but through this, they will figure out what they aren't passionate about!

Expectations for the supervisor

- The supervisor should be expected to take the internship program as seriously as any other task
- They should plan to delegate some of their regular responsibilities to other members of the team. The team management must be actively engaged in these conversations
- The supervisors should be open minded and ask the intern open ended questions about the process so they can "learn to see" what's truly going on in their organization
- The supervisor should be expected to spend time in actively training the intern
- The supervisor should set aside sufficient time to answer questions
- The supervisor should provide regular performance feedback to the intern
- The supervisor should plan in detail, daily and weekly activities for the intern

Expectations for the mentor

- Keep regular and frequent contacts with your mentee, a minimum of one face-to-face contact per week.
- Keep the content of discussions within the mentoring relationship confidential. All your exchanges with your mentee--both personal and professional--are subject to the expectations of professional confidentiality. Although this confidentiality is legally limited, neither of you should discuss the contents of your discussions with anyone else without the written permission of the other.
- Mentors are NOT expected to evaluate a mentee's work; rather, a mentor helps a mentee find resources to receive objective evaluations and feedback on performance.

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Conducting an Internal Audit

Internal Audits

Once you have decided that you want to initiate an internship program, you must engage your management team to conduct a self-study by conducting an internal audit. The purpose of this audit is to think through all the reasons why you want to engage in this very time consuming activity.

An internal audit is a very useful tool for this type of self-study. By first developing and then answering the questions, you will come to realize your level of preparedness to undertake this challenge. By analyzing your audit, you will be able to address any shortcomings in advance.

A successful internal audit will help you answer the following and many other questions.

1. How do you see your company benefitting from hosting an intern?
2. What are the goals of your organization's internship program?
 - a. Do you seek to cultivate talent in young professionals?
 - b. Do you hope to use the program as a pipeline for potential full-time employees?
 - c. Are you supplementing staffing needs (though not using an intern as a replacement for a permanent employee)?
 - d. Do you need assistance completing a particular project?
3. Is there an individual in the organization that will serve as the intern's supervisor and point of contact for the University?
4. Do you have the support of senior management?
5. Does your organization have the space and resources to support an intern and his/her duties?
6. What is the intended duration of the internship? Will the need to fill this position be on-going, or complete after one term?
7. What time of year can you host an intern?
 - a. What are ideal start and end dates for the internship?

- b. Is this is a part-time or full-time internship?
- 8. Are you looking for an intern in a particular major(s) or program of study; year level (freshman, sophomore, junior, senior); or GPA?
- 9. Can your organization offer opportunities for unique industry experiences during the internship? (Conferences, professional development, networking with industry professionals, etc.)
- 10. Is this a paid or unpaid internship?
- 11. Are you able to develop and implement a training and orientation program for new interns?

Company Name
 Division
Internal Audit for Starting an Internship Program

Audit conducted by: _____

Date: _____

Item	Yes	No	Comments
Will this be a paid internship?	<input type="checkbox"/>	<input type="checkbox"/>	
Am I paying for the intern housing?	<input type="checkbox"/>	<input type="checkbox"/>	
Am I going to pay travel expenses to/from the student's home city?	<input type="checkbox"/>	<input type="checkbox"/>	
What are my goals for the intern after the internship is completed?	N/A	N/A	
What kind of an intern am I looking for?	N/A	N/A	
What are some important personality and technical skills that the intern must have?	N/A	N/A	
What will the intern be doing?	N/A	N/A	
Where will the intern's work space be?	N/A	N/A	
Who will have the primary responsibility for the intern?	N/A	N/A	

Item	Yes	No	Comments
Why has this intern supervisor been chosen?	N/A	N/A	
Will the intern supervisor have enough time to manage the intern properly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the selected intern supervisor had any input in the selection decision?	<input type="checkbox"/>	<input type="checkbox"/>	
Have I reassigned some day to day responsibilities from the intern supervisor to allow him/her to focus on the internship?	<input type="checkbox"/>	<input type="checkbox"/>	
Am I going to provide additional training to the intern?	<input type="checkbox"/>	<input type="checkbox"/>	
What type of performance reviews will I conduct? How frequently? Who will conduct the performance reviews?	N/A	N/A	
Am I going to provide opportunities for the intern to meet with executives in my company?	<input type="checkbox"/>	<input type="checkbox"/>	
Am I going to introduce my intern to my customers?	<input type="checkbox"/>	<input type="checkbox"/>	
How am I going to introduce the intern to other employees?	N/A	N/A	
Do we have a computer and other items for the intern to use?	<input type="checkbox"/>	<input type="checkbox"/>	
Are we going to provide a mentor to the intern?	<input type="checkbox"/>	<input type="checkbox"/>	
If so, who will that person be? Why?	<input type="checkbox"/>	<input type="checkbox"/>	

Item	Yes	No	Comments
Do I want to focus the intern in one department or many?	N/A	N/A	
When do we determine if this intern is a candidate for full-time hire?	N/A	N/A	
What do you want the intern to learn while interning at your organization?	<input type="checkbox"/>	<input type="checkbox"/>	
Who would you like them to work with or meet?	<input type="checkbox"/>	<input type="checkbox"/>	
Would having interns benefit current staff members by providing managerial and supervisory experience?	<input type="checkbox"/>	<input type="checkbox"/>	
What type of project work needs to be completed?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there an individual in the organization that will serve as the intern's supervisor and point of contact for the University?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have the support of senior management?	<input type="checkbox"/>	<input type="checkbox"/>	
Does your organization have the space and resources to support an intern and his/her duties?	<input type="checkbox"/>	<input type="checkbox"/>	
What is the intended duration of the internship? Will the need to fill this position be on-going, or complete after one term?	<input type="checkbox"/>	<input type="checkbox"/>	
What time of year can you host an intern?	<input type="checkbox"/>	<input type="checkbox"/>	
Is this is a part-time or full-time internship?	<input type="checkbox"/>	<input type="checkbox"/>	
Are specific skills or technical knowledge/experience required to adequately complete the assigned tasks?	<input type="checkbox"/>	<input type="checkbox"/>	

Item	Yes	No	Comments
Are you looking for an intern in a particular major(s) or program of study; year level (freshman, sophomore, junior, senior); or GPA?	<input type="checkbox"/>	<input type="checkbox"/>	
Can your organization offer opportunities for unique industry experiences during the internship? (Conferences, professional development, networking with industry professionals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
Are you able to develop and implement a training and orientation program for new interns?	<input type="checkbox"/>	<input type="checkbox"/>	
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Creating an Internship Program on Paper

Develop a sample internship program plan on paper

At this point, you should have enough information about your needs to start putting together an internship program on paper for each intern. The first step should be to list the areas where you would like to train the intern. This will depend your organization's particular needs at a particular point in time. Please refer to the sample of this internship summary below:

10 Week Sample Internship Program

- **Safety Overview**
- **Week 1 – Quality Assurance**
 - Identify product types being manufactured
 - Understand the QA/QC forms
 - Identify critical measurements and other QA criteria
 - Understand the product labeling system
 - Review and understand bills of materials for all product types
- **Week 2 – Engineering**
 - Understand the bidding and estimating process
 - Understand the difference between the different types of drawings (shop drawings)
 - Understand how quality standards are created and communicated to the manufacturing organization
 - Get an overview of the Titan software
 - Use of reinforcing and other imbed items

- **Week 3 – Scheduling**

- How to create a production sequence for a project
- Evaluating form availability
- Determining materials availability
- Learn how to develop a daily production schedule

- **Week 4 and 5 – Standard product manufacturing process**

- Understand the product features and intended use of each type of product
- Identify critical measurement criteria and quality requirements
- Understand pre-pour operation
- Understand the pouring process
- Understand the post pour and finishing process
- Understand the stripping process and post stripping operation

- **Week 6 and 7 – Custom product manufacturing process**

- Understand the product features and intended use of each type of product
- Identify critical measurement criteria and quality requirements
- Understand pre-pour operation
- Understand the pouring process
- Understand the post pour and finishing process
- Understand the stripping process and post stripping operation

- **Week 8 – Shipping**

- Learn how to determine product shipping sequence
- Learn to how reduce total number of loads on a project

- Learn how to create a shipping schedule and confirming if product was shipped on time according to the shipping schedule
- Submitting proof of delivery to accounting for invoicing
- Learn to follow up with the customer and assure customer satisfaction

- **Week 9 – Batch plant operations**

- Understand the batch plant components
- Raw material ordering and delivery process
- Mix design
- QA testing for raw material
- QA testing of wet concrete
- Meet with sales reps from cement, aggregate, and admixture companies

- **Week 10 – Management overview**

- Review of the internship experience
- Internship wrap-up

Once the initial structure of the internship has been developed. Further details must be filled in. This new more detailed internship program will be used to manage the actual internship. This detailed internship program should contain the following:

- **Learning Outcomes**

- This section should contain all the learning outcomes that are expected

- **Intern Deliverables**

- This section should contain what the intern is required to do on a weekly basis. This could include all or any combination of the following:

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Complete weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
- Participate in relevant webinars offered by NPCA/PCI

- **Supervisor's Deliverables**

- This section should contain the responsibilities of the supervisor on a weekly basis. This section could include all or any combination of the following:

- Weekly evaluation of the intern's performance
- Spearheading the training program for the intern
- Meeting with the intern to discuss progress and address any issues

- **Internship Champions Deliverables**

- This section should contain the responsibilities assigned to the internship champion. These might include the any or all of the following:

- Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
- Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
- Assist in developing a specific training program to achieve the above learning outcomes
- Be the primary point of contact with the intern's university and designated faculty

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Creating Job Descriptions and Learning Outcomes

Develop job descriptions and learning outcomes for each position type

As an employer, your job description should be viewed as a marketing tool used to attract top candidates. A good job description leaves a candidate feeling enthusiastic and energized by the opportunity, and also helps them to understand what is expected of them in the internship. An excellent job description will yield qualified candidates, and will cut down on the time you as an organization will spend sifting through resumes that do not fit your needs.

Passion and excitement for an opportunity is the motivating factor that pushes top candidates to send off those resumes. You want to attract candidates who read the description and immediately think to themselves —They are talking about me! Keep in mind what college students are looking for in an internship. More often than not, they are anxious to try out newly acquired skills and are looking for practical professional experiences. The opportunities students covet the most are the opportunities that speak to this need, and a well-written job description can energize the best young professionals into action. A detailed job description also ensures that you will hire a student who is aware of the expectations his or her position entails. Providing students with a clear picture of what the experience will truly be like will increase your chances of hiring that perfect match.

Components of a Good Job Description

Job Title

Use a descriptive title naming the type of internship you are offering: Assistant Project Management, Project Engineer Intern, Quality Assurance Technician, and Estimating etc.

Job Description

Briefly outline your company's mission and purpose with enthusiasm. In a separate paragraph, summarize any major projects or duties the intern will be responsible for fulfilling. Following should be a description of what the intern can expect to learn and finally, what you consider to be the ideal candidate. Keep in mind that many of the students applying for internships will lack extensive professional experience. However, it is appropriate to ask for specific qualities your company or organization holds in high esteem (organization, communication skills, etc.). And don't forget to include compensation: hourly rate, stipend, paid credits, etc.

Job Description Don'ts

- Don't present the opportunity as mundane or boring
- Don't neglect to offer a summary of your organization or company – students will pass you by if they don't know what you are about
- Don't embellish the job description. If clerical work (answering phones, filing, cold-calling) is involved, let the student know how often such tasks will be required – keeping in mind that clerical work should comprise no more than 20% of the internship duties.
- Don't use industry or company-specific language or jargon in the job description. A qualified student may feel discouraged if they are not familiar with the terms
- Don't neglect liberal arts majors who may possess just the skills and talents you are looking for (English majors are excellent writers, History majors can contribute outstanding research skills, Philosophy majors are wonderful critical thinkers, etc.)
- Don't exclude community college students before looking at credentials, skills and experience. They may offer exactly what you are looking for!

Job Description Do's

- Do use energetic language to describe the opportunity (example: —This is a great opportunity for anyone planning to begin a career in the precast industry!
- Do describe your ideal candidate using plenty of adjectives
- Do focus on what kind of learning experience you can provide for the student
- Do consider a variety of majors that may possess the skills you are looking for, especially in the liberal arts
- Begin with a captivating question to the reader (example would be “Are you eager to begin a career in the broadcasting industry but can't get started because you don't have experience?”)

Some Useful Phrases to Incorporate into Internship Job Descriptions

- "This is an exciting opportunity for anyone interested in pursuing a career in the precast industry"
- "You will be offered the opportunity to work on exciting projects like _____"
- "The ideal candidate will possess the following skills..."
- "Intern will gain hand-on experience working in the field of _____"
- "Intern will be collaborating closely with Director/CEO/Project Assistant etc."
- "We are looking for assertive, energetic and creative people to join our team"
- "An internship with us can show you the ins-and-outs' of this industry"
- "All assignments add value both to our company and to your development as a professional in the field"
- "_____ majors will find this a valuable experience"

Sample Job Descriptions

For Students seeking full-time employment

Precast Concrete is looking for students graduating in 2017 to be hired on as Project Field Engineers. Precast Concrete is a specialty contractor dealing with only the concrete work on heavy commercial jobs, and industrial jobs. We are the nation's leading concrete experts with a well-known reputation for our in-house formwork design.

Job Description

The Project Engineer supports field activities and spends a majority of time working with the Project Manager supporting project administration on multiple small concrete projects, or one medium to large-size concrete projects. Activities include managing the job transition process; and supporting the management of cost and schedule, constructability, technical evaluations, quality, safety, work planning, procurement, contract management, regulatory compliance, etc.

- Generates approvals of monthly billing/earned values, initial budget and subsequent updates, estimates of change orders, material quantity take-offs, scoping documents, terms and conditions, delivery, and requests for proposals. Works with preconstruction during the job transition process to analyze targets, goals, project requirements and job cost summaries and then communicates those needs/goals to the Superintendent and Project Manager. Prepares purchase orders and obtains proper approval from project management and is involved in monthly financials.
- Manages submittal process, work package closure, punch lists, pre/post-pour checklists, and project turnover process. Generates and obtains approval of constructability reports, RFI's, inspection records, work packages and deviation reports. Coordinates with Superintendent, Field Project Engineer and Line and Grade to generate required as-built records.
- Ensures compliance amongst subcontractors and documents, and advises Project Manager of issues. Collects necessary documentation to identify and determine impact of potential contract changes, disputes and claims. Leads LEAN/SQP committee and identifies improvement opportunities. Works with Safety and Risk Management to establish clinics, managing first report of injury, and assisting coworkers with case management.
- Supports onboarding/training needs, and information technology; ensures a safe work environment; participates in training/certifications

Job Requirements

- Bachelor's degree from an accredited college or university and 2 years' of experience or 6 years' of concrete construction related experience and/or training; or equivalent combination of education and experience
- Ability to understand general business documents, technical procedures and government regulations and effectively communicate with all levels of workers
- Ability to understand Cost Accounting, and compute mathematical statistics, including mathematical differences from all stages of drawings
- Demonstrate basic understanding of Microsoft software and construction software such as Primavera and Timberline
- Background in Concrete Construction and Associated Forming Systems

For Students Seeking Summer Internships

The Intern will be responsible for completing various jobs on the jobsite. The intern will report to their supervisor, the superintendent, or a foreman for daily task assignments. The intern may be asked to do common tasks with the layout crew, carpenter crew, concrete placement crew, form building/installation/stripping crews, etc. They will be expected to work safely, responsibly, and productively. These tasks will all be done to gain knowledge about the things that must be done to complete a job, addressing any issues that arise. Other duties include inspections, collecting, sorting, and recording material delivery tickets, coordinating deliveries, performing layout, forming/stripping formwork systems, or enforcing safety on the jobsite.

Visit www.precastconcrete.com for more information on our company.

Operations/Production Internship Opportunity

This internship will afford the student an opportunity to receive:

- ✓ Intensive, structured orientation to the day-to-day operations of a business;
- ✓ Overview of the systems/processes necessary to operate a successful business; and
- ✓ Experience completing an assigned project with a goal of making recommendations for operational changes and improvements.

Interested individuals should be:

- Rising juniors or seniors; and
- A declared Business major (or another applicable major) with preference given to individuals concentrating in Business, Engineering, and/or Construction.

In addition, qualified candidates should have:

- Valid driver's license; CDL is a plus
- An ability to interact with customers, vendors, and colleagues in a way that successfully promotes the Company's Mission, Vision, and Guiding Principles.
- Fluency in English; knowledge of Spanish is a plus
- Ability to fluidly handle multiple tasks and prioritize time
- Proficiency with Website application software
- Highly effective communication skills, both written and oral
- Strong work ethic with the ability to work independently and with initiative

While academic performance is not an exclusive selection criterion, overall academic success and achievement will be considered as well as extracurricular involvement.

Physical Requirements

- Frequent extended periods of standing on concrete surfaces
 - Frequent extended periods of sitting in chair looking at CRT screen
 - Occasional lifting and carrying of up to 50 lbs.
 - Frequent walking on even, uneven, dry and wet surfaces
 - Duties are performed primarily indoors with occasional outside exposure
-

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**Creating Meaningful
Work**

Creating meaningful work is the single most important key to a successful program for both the company and the intern. Therefore, it is very important that the management team has a detailed plan laid out for each intern. Remember, the main reason for you to embark on this demanding, yet very rewarding project is to get access to some very bright students who would hopefully become long term employees. Therefore, asking them to clean the backroom and to organize all the files from 1950s might not be a very good use of the intern's time and your resources.

In our industry, there are several possible assignments that could result in a very rewarding experience for you and the intern. Ideally, you would develop an internship program that covers all facets of your organization including, sales, project management, estimating, engineering design, purchasing, manufacturing, quality assurance, concrete batching, transportation, and field erection.

If you decide that you have specific needs in a particular department, you could develop the internship program that focuses on that specific department. Even in this situation, you should think of activities that will provide the interns a greater understanding of the overall process and show them how everything comes together to provide the customer with excellent product and service.

Regardless of the path you choose, you should incorporate as much formal training or even professional certifications in your internship program. One thing to keep in mind is that a lot of young people are very computer savvy and despite the lack of experience in the precast industry, they might be able to help you tremendously.

One last thought on creating meaningful internship, is that you should not be hesitant to engage these young professionals in trying to solve some challenging issues your organization is facing. You might be surprised with ideas or perspectives that your intern might be able to provide to you.

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Formal Training Program Development

Formal Training Program and Evaluation Process for interns and company

Develop an internship plan

- A training plan for an 8-10 week internship in two areas: engineering and manufacturing. This should include key learning objectives for each week and a suggested outline for how member companies can teach these concepts to the interns. Examples of topics to consider:
 - Engineering
 - Design and creating drawings
 - Estimating
 - Pre-pour process
 - Post-pour process
 - Materials Purchasing and controls
 - Quality Control and Quality Assurance
 - Print-reading
 - Communication between in-house and out-of-house including clients and production personnel
 - Sales and estimating
 - Understanding contract documents and how those are translated to piece drawings for production
 - Yard storage
 - Field trip to installation site

- **Evaluate the intern's progress throughout the internship program**
- **Intern performance evaluation process**
- **Company performance evaluation process**

Sample 10 Week Internship Program

Prepared
for

Sammie Harris

Concrete Industry Management Major
Middle Tennessee State University
Summer 2017

Company Champion

Mike Harris

Faculty Champion

Dr. Adam Allie

Week 1 & 2 – Safety and Quality Assurance

Supervisor: John Smith

- **Learning Outcomes**

- Understand safety rules and regulations
- Identify all product types being manufactured at the facility
- Overview of the QC/QA program
- Become familiar with reading shop drawings
- Become familiar with relevant DOT standards
- Become familiar with pre-pour inspections process
- Become familiar with post-pour inspection process
- Become familiar with concrete testing
- Become familiar with repair and re-inspection process
- Understand the product labeling system

- **Intern Deliverables**

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
- Weekly phone conversation with the outside internship champion

- **Supervisor Deliverables**

- Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion

- **Internship Champion Deliverables**

- Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
- Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
- Assist in developing a specific training program to achieve the above learning outcomes

Week 3 – Engineering – Part I

Supervisor: Stephen Johnson

- **Learning Outcomes**

- Review internal and external communication procedure
- Overview of the bidding and estimating process
- Overview of the engineering process
- Overview of different types of drawings in use (shop drawings, erection drawings)
- Overview of the procurement process
- Review and understand bills of materials for all product types manufactured
- Understand how quality standards are created and communicated to the manufacturing organization
- Get an overview of the software (Titan etc.) in use
- Use of reinforcing and other imbed items

- **Intern Deliverables**

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
- Participate in relevant webinars offered by NPCA/PCI
- **Supervisor Deliverables**
 - Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion
- **Internship Champion Deliverables**
 - Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
 - Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
 - Assist in developing a specific training program to achieve the above learning outcomes

Week 4 – Scheduling

Supervisor: Brenda Kerr

▪ Learning Outcomes

- Understand the internal and external communication process in developing a mutually beneficially schedule with the goal of achieving 100% on time delivery as well as optimizing all in house resources
- Understand how to create a production sequence of all required pieces on each project
- Understand the significance of form availability
- Understand the form maintenance process and how information is shared
- Understand how engineered or special items and regular items are verified and confirmed to be onsite prior to production schedule is created and distributed
- Understand the process for creating steel shop and wood shop schedule
- Understand the mechanics of developing a daily production schedule

▪ Intern Deliverables

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
- Participate in relevant webinars offered by NPCA/PCI

▪ Supervisor Deliverables

- Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion

- **Internship Champion Deliverables**

- Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
- Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
- Assist in developing a specific training program to achieve the above learning outcomes

Week 5 – Standard Product Manufacturing Process

Supervisor: Chris Cook

- **Learning Outcomes**

- Understand the product features and intended use of each type of product
- Identify critical measurement criteria and quality requirements
- Understand pre-pour operation
- Understand the pouring process
- Understand the post pour and finishing process
- Understand the stripping process and post stripping operation
- Understand the consequences of incorrectly manufactured product

- **Intern Deliverables**

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process

- Participate in relevant webinars offered by NPCA/PCI

- **Supervisor Deliverables**

- Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion

- **Internship Champion Deliverables**

- Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
- Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
- Assist in developing a specific training program to achieve the above learning outcomes

Week 6 & 7 – Custom Product Manufacturing Process

Supervisor: John Bast

▪ Learning Outcomes

- Understand the communication process between all internal stakeholders especially engineering, manufacturing, quality departments
- Understand the product features and intended use of each type of product
- Identify critical measurement criteria and quality requirements
- Understand pre-pour operation
- Understand the pouring process
- Understand the post pour and finishing process
- Understand the stripping process and post stripping operation

▪ Intern Deliverables

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
- Participate in relevant webinars offered by NPCA/PCI

- **Supervisor Deliverables**

- Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion

- **Internship Champion Deliverables**

- Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
- Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
- Assist in developing a specific training program to achieve the above learning outcomes

Week 8 – Shipping

Supervisor: Cherylene Sorrels

- **Learning Outcomes**

- Understand the value of communication with the customer and internal sales and project management teams
- Understand how to determine product shipping sequence
- Understand how to maximize loads on a project
- Understand how to secure permits
- Understand the mechanics of creating a shipping schedule and confirming that the product was shipped on time and according to the shipping schedule
- Understand the process of submitting proof of delivery to accounting for invoicing
- Understand the significance of following up with the customer to assure proper product has been received and quality standards are satisfactory.

- **Intern Deliverables**

- Submit a weekly report identifying activities completed and all learning objectives accomplished
 - Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
 - Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
 - Participate in relevant webinars offered by NPCA/PCI
- **Supervisor Deliverables**
 - Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion
- **Internship Champion Deliverables**
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 - Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
 - Assist in developing a specific training program to achieve the above learning outcomes

Week 9 – Batch plant operations

Supervisor: Miguel Morales

▪ Learning Outcomes

- Understand the batch plant components
- Understand the raw material ordering and delivery process
- Mix design
- QA testing for raw material and document management control process to satisfy PCI/NPCA requirements
- QA testing of wet concrete and document management control process to satisfy PCI/NPCA certification requirements
- Perform concrete batching
- Meet with sales reps from cement, aggregate, and admixture companies

▪ Intern Deliverables

- Submit a weekly report identifying activities completed and all learning objectives accomplished
- Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
- Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
- Participate in relevant webinars offered by NPCA/PCI

- **Supervisor Deliverables**

- Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion

- **Internship Champion Deliverables**

- Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
- Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
- Assist in developing a specific training program to achieve the above learning outcomes

Week 10 – Engineering – Part II and Sales

Supervisor: Stephen Johnson

- **Learning Outcomes**

- Overview of the customers
- Understand value proposition of Precast concrete
- Understand the difference between selling a commodity or a value based product
- Review internal and external communication procedure with DOTs, Contractors, and the internal organization
- Overview of the bidding and estimating process
- Overview of the engineering process
- Overview of different types of drawings in use (shop drawings, erection drawings)
- Overview of the procurement process

- Review and understand bills of materials for all product types manufactured
- Understand how quality standards are created and communicated to the manufacturing organization
- Get an overview of the software (Titan etc.) in use
- Use of reinforcing and other imbed items
- **Intern Deliverables**
 - Submit a weekly report identifying activities completed and all learning objectives accomplished
 - Weekly evaluation of the company as it relates to providing the necessary resources to accomplish the learning objectives
 - Provide recommendations and ideas on how to improve the training process as well as ideas on how to improve the current process
 - Participate in relevant webinars offered by NPCA/PCI
- **Supervisor Deliverables**
 - Weekly evaluation of the intern's performance distributed to executive management, HR, and outside internship champion
- **Internship Champion Deliverables**
 - Review intern report, evaluation of the company, process improvement recommendations, and supervisor's evaluation of the intern
 - Make necessary recommendations to management to ensure that the internship program is on track and is satisfactory to all stakeholders
 - Assist in developing a specific training program to achieve the above learning outcomes

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Marketing the Internship Opportunities

Where do I start?

Local Colleges and Universities

One of the best places to start is to reach out to academic institutions near your place of business. Once you have located a university or a college that you want to work with, you should reach out to them to initiate a dialogue. One of the challenges in dealing with a university that does not have a construction specific major is that you will be competing with other industries for the best and the brightest students. It is advisable to seek out the universities with majors relating to construction first and then explore non construction related majors. Click the link below to search for universities by zip codes.

Concrete Industry Management Program

Another very valuable source for excellent interns is contacting Concrete Industries Management (CIM) programs located in Murfreesboro, TN; Newark, NJ; San Marcos, Texas; and Chico, California. One of the most beneficial aspect of these universities is that the students have already committed to a career in construction. Therefore, efforts to convince top notch students to consider the construction industry is not required. Another benefit of working with the CIM programs is that the students are willing to travel to any part of the US for internship opportunities. For instance, The CIM program at Middle Tennessee State University (MTSU) is a great source for helping industry finds motivated students who are committed to the construction industry. Following are different ways by which the MTSU CIM program helps employers and students in finding each other.

[Recruiting Events](#)

The School of Concrete and Construction Management has many opportunities to connect students and employers for part-time work, internship opportunities, and full-time career positions upon graduation. Below are several ways that the School helps connect candidates with industry. View our Events Calendar to see a current list of events. To learn more about any of these or to get on the School's Recruiting Newsletter email list, contact Nicole Green at nicole.green@mtsu.edu or call 615/904-8599.

[Job Postings](#)

Students who have declared Concrete Industry Management or Construction Management as a major will automatically be added to an email list to receive notifications of opportunities

available to you. Employers can email openings for current students, upcoming grads and/or experienced alumni to nicole.green@mtsu.edu for posting.

[Click here to view openings on the job board.](#)

Socials

The School is glad to help your company host a social during the academic year. Socials are company-sponsored meals, typically dinners, but breakfasts have also been well attended. Companies present information about their company, their area of the industry, geography, and opportunities available to students. These are great learning tools for students, giving students a snapshot at different areas of the industry or companies that support our programs. Typically companies that host a social will conduct interviews for internships or full-time opportunities later in the day or the following day.

Fall Networking Event

Each fall semester, around the end of October, the School hosts a Networking Event. This event is similar to a career fair but we encourage all employers, even if not actively hiring for openings, and all students, even if not currently seeking an internship or full-time job to attend. It is low cost for the employer and allows recruiters to quickly learn more about our programs and student population. This event is designed to introduce students to the wide variety of employers they may find employment with upon graduation. It is as much about gathering information and contacts as it is to find an opportunity that semester.

Internship Speed Interviewing Day

Each spring, around late February or early March, the School hosts the Internship Speed Interviewing Day to connect students with internships for the upcoming summer. Companies will reserve a table and will spend several hours in rapid-fire interviews with students. This is a quick and easy way to meet with candidates for summer internships. Interviews are all morning with a lunch for all students and employers to allow for further conversation or arrange interviews later in the day.

In addition to the CIM program at MTSU, there are three other CIM programs at New Jersey Institute of Technology (NJIT) in Newark, NJ, Texas State University in San Marcos, TX, and California State University in Chico, CA

Construction Management Programs

Construction Management schools are a great source for recruiting great students who have also committed to a career in construction. Please follow the link below to search for Construction Management programs within the US.

Civil Engineering Programs

Civil engineering universities are another great source of highly qualified interns. The civil engineering majors are ideally suited for internship opportunities in design, estimating, and engineering. Please follow the link below to search for universities offering undergraduate degree in civil engineering.

Concrete Industry Management Programs in the US

- CIM program at Middle Tennessee State University, Murfreesboro, TN
<http://www.mtsu.edu/ccm/>
- CIM program at New Jersey Institute of Technology, Newark, NJ
<https://engineeringtech.njit.edu/academics/cim/>
- CIM program at Texas State University, San Marcos, TX
<http://www.txstate.edu/technology/degrees-programs/undergraduate/cim.html>
- CIM program at California State University, Chico, CA
<http://www.csuchico.edu/cim/>

Search for Universities that offer Civil Engineering Programs

- Civil Engineering Portal
<http://www.engineeringcivil.com/theory/civil-engineering-universities>
- A2Z Colleges
<http://www.a2zcolleges.com/Majors/Civil.html>

Search for Universities by Zip Codes

- Youcango by Collegeboard
<http://youcango.collegeboard.org/college/locator>

- National Center for Education Statistics

<https://nces.ed.gov/globallocator/>

Search for Universities that offer Construction Management Programs

- **Cappex**

<https://www.cappex.com/colleges/majors/Construction-Management-514>

How do I get noticed by potential interns?

Each university or college has a dedicated office with the sole responsibility to help its students find suitable employment. In addition, it is very important for you to establish relationship with departments you are interested in working with.

University Career Placement Office

Once you have identified a university or college, you must reach out to the university's career placement office and introduce your company to them. Following is the list of things that will help you get noticed:

- Send a letter to the career placement office with a brief background of your company and the opportunities it offers to for students
- Follow up with a visit to the career placement office by arranging for a meeting with the staff at the university
- Invite the staff for a visit to your plant
- Provide the placement office with job description including pay and other benefits
- Follow up with them on a regular basis to gauge student interest and make necessary adjustments in your messaging.
- Participate in as many placement office events as possible.
- Make sure that you are prompt with your commitments to the placement office
- The key is to make sure that you establish yourself as a reliable and consistent source of great full-time and part-time job opportunities for the students

Construction Related Academic Departments

- Contacting academic departments directly might be a better strategy than working with the placement office because the focus of the academic department is limited to serving the needs of the students in construction related careers

- If an academic departments has a dedicated recruiting coordinator, you should reach out to them and establish a dialogue. If not, the department chair is the person to get in contact with
- A simple letter or an email is an ideal way to introduce yourself and your company
- Follow up with a phone call and then if possible, arrange for a meeting
- During the meeting, describe the internship program you have put in place and describe to them your company's outlook in terms of growth and job opportunities
- Ask the department chair if there is a particular faculty member who is interested in the precast/pre-stress industry and request to meet with them as well.
- Once you have established contact with the department personnel, invite them to your company and look for ways to engage them in some aspects of your company's daily activities
- Offer to host students for site visits
- Offer to present a seminar relating to your company or the precast/prestress industry in general
- Offer to be a guest speaker and speak directly to students
- Provide job description and the characteristics of the ideal candidate and request the faculty and staff to identify students who meet your criteria

Develop templates for written communication with universities and community colleges

Sample E-mail

Dear Dr. Smith,

I hope this email finds you well. I am writing this email to formally introduce our company to you. We are a precast/prestressed company serving the greater Chicago market since 1965. Since then, we have established an excellent reputation for being the preferred supplier of high quality precast/prestress products. As part of our long term planning and addressing our immediate growth, we are very excited to inform you that we have established a formal internship program at our company. The focus of the internship is to provide young industry professionals with an opportunity to get an intimate look at the precast/prestress industry by following a rigorous 10 week internship program with our company. We offer competitive wages as well as housing expenses for qualified students. I would appreciate an opportunity to discuss this exciting program with you and explore how we can form a solid relationship with the faculty and students at your university. Please let me know your availability so we can meet and explore the possibilities.

I look forward to hearing from you. Please feel free to contact me via e-mail or cell at 555 555 5555.

Best Regards,

John Jones
Title
Address

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Recruiting the Intern

When to start recruiting?

- It is best to start early. It is best to start the planning process in the previous fall semester. Following are the approximate dates for a typical university schedule. Please contact your local universities to find the exact dates
 - Fall semester August thru December
 - Spring semester January thru May
 - Summer semester May thru August
- After the initial contact in the previous fall semester, you should contact the university in early spring semester. At this point, you should've already figured out how many internship you will be offering and what these internships will entail
- With the job description ready, you should provide them to the university placement center or the department recruitment coordinator and schedule interview dates.
- Most employers will participate in several on campus activities which might include the following:
 - Career fair
 - Company sponsored event where the employer will talk about their company in front of the students
 - Conduct on campus interviews

What is your selection criteria?

One of the things to remember when establishing a selection criteria for an intern is that you should be looking at the potential of the student instead of direct experience. Some of the suggested characteristics to look for are listed below:

- Passion
- Work Ethics
- Desire to Learn
- Decision Making Ability
- Entrepreneurial
- Self-Disciplined
- Independent
- Resilient
- Versatile
- Coachable
- Analytical Skills
- Teamwork
- Attitude
- Initiative

Based on the culture of your company, you should select or prioritize the above list to suit your own needs. It goes without saying that this is not an exhaustive list and therefore you should add any characteristics that you feel will help you find the perfect future long term employee.

The interview process

Each company has a unique way to interview potential candidates and there is no right or wrong way of doing it. Below are a few recommendations

- Conduct an on-campus interview with the student
- If possible, send an HR person along with a department manager to conduct team interview
- You could also decide to invite the candidate to your plant and conduct the interview there. This will allow you to have several managers interview the candidate
- If possible, try to engage the company executives in the interviewing process. This helps in making the candidate feel energized and they get the opportunity to hear about the company's long term vision as well as provide the executive the opportunity to see future potential in the candidate

Interview questions

Following is a list of some suggested interview questions for you to use during the interview process:

1. Describe a time when you took initiative to make a change that resulted in a positive outcome.
2. Give an example of when you turned a failure into a success. What did you learn?
3. Name the essential elements of the work environment in which you will thrive.
4. Tell me about a situation where you did not agree with a University policy or a decision, but went along with it anyway. Why did you go along, and what was the result?
5. Tell me about a time when you established working relationships with someone who had a reputation of being hard to work with.
6. How do you feel you can complement, or what do you believe is the biggest asset you bring to this program?

7. What do you picture as being your toughest challenge in this job? How would you handle this?
8. How would you describe your management style?
9. When dealing with people or issues would you consider yourself to be flexible? If so, please give us an example of your ability to be flexible.
10. Tell me a little about yourself.
11. Why did you choose the career for which you are preparing? Or why did you choose this university? Or what led you to choose your major field of study?
12. What are your short-term and long-term goals?
13. Tell me about your previous work experiences.
14. What are your strengths?
15. What are your weaknesses?
16. What would one of your references say about you?
17. What are your salary requirements?
18. Tell me about a time you set a goal and failed to reach it.
19. Tell me about a time you worked in a group and had a difficulty. How did you handle it?
20. What can you tell us about our company?
21. Why should we hire you?
22. Do you have any questions for me?
23. How would you describe yourself?
24. What specific goals, including those related to your occupation, have you established for your life?
25. How has your college experience prepared you for a business career?

26. Please describe the ideal job for you following graduation.
27. What influenced you to choose this career?
28. At what point did you choose this career?
29. What specific goals have you established for your career?
30. What will it take to attain your goals, and what steps have you taken toward attaining them?
31. What do you think it takes to be successful in this career?
32. How do you determine or evaluate success? Give me an example of one of your successful accomplishments.
33. Do you have the qualifications and personal characteristics necessary for success in your chosen career?
34. What has been your most rewarding accomplishment?
35. If you could do so, how would you plan your college career differently?
36. Are you more energized by working with data or by collaborating with other individuals?
37. How would you describe yourself in terms of your ability to work as a member of a team?
38. What motivates you to put forth your greatest effort?
39. Given the investment our company will make in hiring and training you, can you give us a reason to hire you?
40. Would you describe yourself as goal-driven?
41. Describe what you've accomplished toward reaching a recent goal for yourself.
42. What short-term goals and objectives have you established for yourself?
43. Can you describe your long-range goals and objectives?
44. What do you expect to be doing in five years?

45. What do you see yourself doing in ten years?
46. How would you evaluate your ability to deal with conflict?
47. Have you ever had difficulty with a supervisor or instructor? How did you resolve the conflict?
48. Tell me about a major problem you recently handled. Were you successful in resolving it?
49. Would you say that you can easily deal with high-pressure situations?
50. What quality or attribute do you feel will most contribute to your career success?
51. What personal weakness has caused you the greatest difficulty in school or on the job?
52. What were your reasons for selecting your college or university?
53. If you could change or improve anything about your college, what would it be?
54. How will the academic program and coursework you've taken benefit your career?
55. Which college classes or subjects did you like best? Why?
56. Are you the type of student for whom conducting independent research has been a positive experience?
57. Describe the type of professor that has created the most beneficial learning experience for you.
58. Do you think that your grades are an indication of your academic achievement?
59. What plans do you have for continued study? An advanced degree?
60. Before you can make a productive contribution to the company, what degree of training do you feel you will require?
61. Describe the characteristics of a successful manager.
62. Why did you decide to seek a position in this field?
63. Tell me what you know about our company.

64. Why did you decide to seek a position in this company?
65. Do you have a geographic preference?
66. Why do you think you might like to live in the community in which our company is located?
67. Would it be a problem for you to relocate?
68. To what extent would you be willing to travel for the job?
69. Which is more important to you, the job itself or your salary?
70. What level of compensation would it take to make you happy?
71. Tell me about the salary range you're seeking.
72. What are the most important rewards you expect to gain from your career?
73. How would you define "success" for someone in your chosen career?
74. What qualifications do you have that will make you successful in this company?
75. What skills have you acquired from your work experience?
76. What have you learned from your experiences outside the classroom or workplace?
77. What criteria are you using to choose companies to interview with?
78. If you were hiring for this position, what qualities would you look for?
79. How would you describe your leadership skills?
80. Which is more important: creativity or efficiency? Why?
81. How has college changed you as a person?
82. What have you accomplished that shows your initiative and willingness to work?
83. What was the toughest challenge you've ever faced?
84. What two or three things are most important to you in your job?

85. Some people work best as part of a group -- others prefer the role of individual contributor. How would you describe yourself?
86. When given an important assignment, how do you approach it?
87. If there were one area you've always wanted to improve upon, what would that be?
88. When you have been made aware of, or have discovered for yourself, a problem in your school or work performance, what was your course of action?
89. What kinds of things have you done at school or on the job that were beyond expectations?
90. What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships?
91. What sorts of things have you done to become better qualified for your career?
92. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way?
93. Describe an instance when you had to think on your feet to extricate yourself from a difficult situation.
94. Give me a specific example of a time when you used good judgment and logic in solving a problem.
95. By providing examples, convince me that you can adapt to a wide variety of people, situations and environments.
96. Describe a time when you were faced with problems or stresses that tested your coping skills.
97. Give an example of a time in which you had to be relatively quick in coming to a decision.
98. Describe a time when you had to use your written communication skills to get an important point across.

99. Give me a specific occasion in which you conformed to a policy with which you did not agree.
100. Give me an example of an important goal which you had set in the past and tell me about your success in reaching it.
101. Describe the most significant or creative presentation that you have had to complete.
102. Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
103. Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa).
104. Sometimes it's easy to get in "over your head." Describe a situation where you had to request help or assistance on a project or assignment.
105. Give an example of how you applied knowledge from previous coursework to a project in another class.
106. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
107. Describe a situation in which you found that your results were not up to your professor's or supervisor's expectations. What happened? What action did you take?
108. Tell of a time when you worked with a colleague who was not completing his or her share of the work. Who, if anyone, did you tell or talk to about it? Did the manager take any steps to correct your colleague? Did you agree or disagree with the manager's actions?
109. Describe a situation in which you had to arrive at a compromise or guide others to a compromise.
110. What steps do you follow to study a problem before making a decision?
111. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.

112. In a supervisory or group leader role, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take? How did that make you feel? How did you prepare yourself?
113. Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation? How did that make you feel?
114. Recall a time when you were assigned what you considered to be a complex project. Specifically, what steps did you take to prepare for and finish the project? Were you happy with the outcome? What one step would you have done differently if given the chance?
115. What was the most complex assignment you have had? What was your role?
116. How was your transition from high school to college? Did you face any particular problems?
117. Tell of some situations in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?
118. Compare and contrast the times when you did work which was above the standard with times your work was below the standard.
119. Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?
120. What are your standards of success in school? What have you done to meet these standards?
121. How have you differed from your professors in evaluating your performance? How did you handle the situation?
122. Give examples of your experiences at school or in a job that were satisfying. Give examples of your experiences that were dissatisfying.
123. What kind of supervisor do you work best for? Provide examples.

124. Describe some projects or ideas (not necessarily your own) that were implemented, or carried out successfully primarily because of your efforts.
125. Describe a situation that required a number of things to be done at the same time. How did you handle it? What was the result?
126. Have you found any ways to make school or a job easier or more rewarding or to make yourself more effective?
127. How do you determine priorities in scheduling your time? Give examples.
128. Tell of a time when your active listening skills really paid off for you -- maybe a time when other people missed the key idea being expressed.
129. What has been your experience in giving presentations? What has been your most successful experience in speech making?
130. Tell of the most difficult customer service experience that you have ever had to handle -- perhaps an angry or irate customer. Be specific and tell what you did and what the outcome was.
131. Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
132. Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?
133. Give me a specific example of something you did that helped build enthusiasm in others.
134. Tell me about a difficult situation when it was desirable for you to keep a positive attitude. What did you do?
135. Give me an example of a time you had to make an important decision. How did you make the decision? How does it affect you today?
136. Give me an example of a time you had to persuade other people to take action. Were you successful?
137. Tell me about a time when you had to deal with a difficult person. How did you handle the situation?

138. Tell me about a time you had to handle multiple responsibilities. How did you organize the work you needed to do?
139. Tell me about a time when you had to make a decision, but didn't have all the information you needed.
140. What suggestions do you have for our organization?
141. What is the most significant contribution you made to the company during a past job or internship?
142. What is the biggest mistake you've made?
143. Describe a situation in which you had to use reference materials to write a research paper. What was the topic? What journals did you read?
144. Give me a specific example of a time when a co-worker or classmate criticized your work in front of others. How did you respond? How has that event shaped the way you communicate with others?
145. Give me a specific example of a time when you sold your supervisor or professor on an idea or concept. How did you proceed? What was the result?
146. Describe the system you use for keeping track of multiple projects. How do you track your progress so that you can meet deadlines? How do you stay focused?
147. Tell me about a time when you came up with an innovative solution to a challenge your company/class/organization was facing. What was the challenge? What role did others play?
148. Describe a specific problem you solved for your employer or professor. How did you approach the problem? What role did others play? What was the outcome?
149. Describe a time when you got co-workers or classmates who dislike each other to work together. How did you accomplish this? What was the outcome?
150. Tell me about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn?

151. Describe a time when you put your needs aside to help a co-worker or classmate understand a task. How did you assist him or her? What was the result?
152. Give two examples of things you've done in previous jobs or school that demonstrate your willingness to work hard.
153. Describe the last time that you undertook a project that demanded a lot of initiative.
154. What is the most competitive work or school situation you have experienced? How did you handle it? What was the result?
155. Describe a project or situation that best demonstrates your analytical abilities.
156. Give an example of when you took a risk to achieve a goal. What was the outcome?
157. Tell about a time when you built rapport quickly with someone under difficult conditions.
158. Some people consider themselves to be "big picture people" and others are detail oriented. Which are you? Give an example that illustrates your preference.
159. Describe a situation where you felt you had not communicated well. How did you correct the situation?
160. Describe a time when you took personal accountability for a conflict and initiated contact with the individual(s) involved to explain your actions.
161. Give me an example of when you were able to meet the personal and professional (or academic) demands in your life yet still maintained a healthy balance.
162. Everyone has made some poor decisions or has done something that just did not turn out right. Give an example of when this has happened to you.
163. What do you do when you are faced with an obstacle to an important project? Give an example.
164. Tell about the most difficult or frustrating individual that you've ever had to work with, and how you managed to work with that person.
165. Tell about a time when your trustworthiness was challenged. How did you react/respond?

166. Describe a situation when you were able to have a positive influence on the actions of others.
167. Tell about a recent job or campus experience that you would describe as a real learning experience? What did you learn from the job or experience?
168. Describe a team experience you found disappointing. What could you have done to prevent it?
169. Recall a situation in which communications were poor. How did you handle it?
170. Describe a time when you had to make a difficult choice between your personal and professional (or academic) life.
171. On occasion we are confronted by dishonesty in the workplace or in school. Tell about such an occurrence and how you handled it.
172. What motivates you to go the extra mile on a project or job?

Offering school credit for internships

- Each university handles this issue differently. Therefore it is advisable for you to find out from the university if credit can be earned for completing an internship
- Regardless of the fact that college credits can be earned or not, the students are still interested in gaining the real world experience.
- Most professional programs such as the CIM, CM, and Civil Engineering programs have built in an internship component to their curriculum. For instance, a total of 200 hours of work is considered to be equivalent to 3 credit hours
- If the university requires an internship component as part of the degree requirement, then the student will have to enroll in a specially designated internship course. Upon successful completion of the work, the employer will submit an evaluation along with a signed timesheet attesting that the student did complete the required number of hours at your company

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Making a Competitive Job Offer

How much should I pay my intern?

Generally, the closer to the terminal degree, the higher the internship wage. A college senior, for example, averages 26 percent more than a student who just completed the freshman year: \$17.57 versus \$13.91 per hour. Similarly, the higher the level of the degree, the higher the wage. In fact, according to NACE's latest intern compensation report, the average hourly wage for a master's degree candidate is 35 percent more than the average wage rate for an intern earning a bachelor's degree: \$21.93 compared to \$16.21. Salaries also vary by major and industry. ([Sample NACE's compensation report](#)).

For reference information, the CIM MTSU program publishes an annual fact sheet which include salary data along with geographical information.

CIM Fact Sheet | 2015-2016

Jobs

Number of jobs from 7/1/15 to 6/30/16

320 total positions were emailed to the department

- 52 part-time or internship positions
- 268 full-time, career positions

51 employers made 71 campus visits to recruit

- 17 socials were hosted by employers
- 32 companies interviewed students on-campus
- 31 employers attended the Fall Networking Event
- 18 employers attended the Spring Internship Speed Interviewing Day

8.4 jobs per graduate!

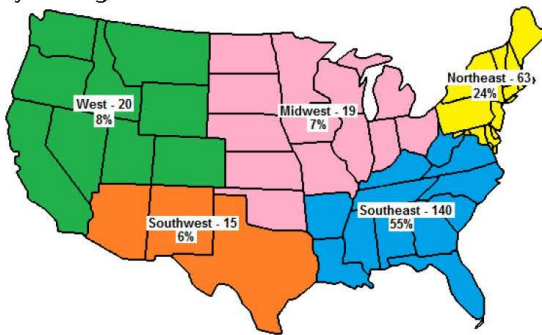
- 319 total full-time job opportunities and
- 38 CIM seniors graduated (12/15, 5/16 and 8/16)

Where are the jobs?

Of 268 total full-time jobs, 64 or 23.9% in Tennessee

- Pennsylvania: 14.8% or 38 Texas: 5.8% or 15
- North Carolina: 6.2% or 16 Florida: 4.7% or 12
- Georgia: 5.8% or 15 Kentucky: 3.5% or 9

By U.S. region



Internships – Summer 2016

76 internship opportunities for students

- 23 or 30.3% in Tennessee
- 42 internships in 17 other states

All students seeking an internship found one
40 students worked internships over summer



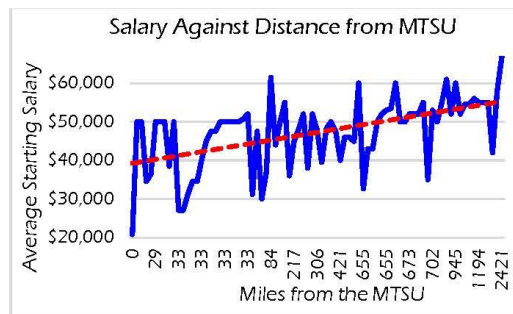
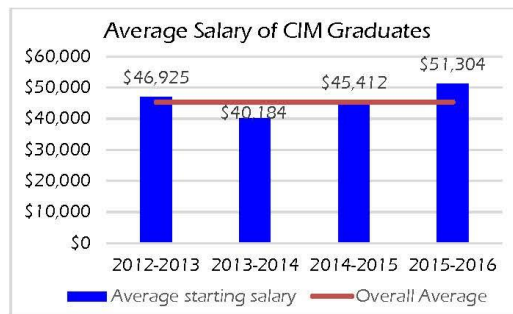
Placement and Salary

Fall 2012-Spring 2016 graduates (n=81)

Average Salary = \$47,260

- Min=\$20,800 | Max=\$67,000
Median = \$50,000 | Mode = \$50,000
- Average Salary within Tennessee = \$42,280
- Average Salary outside of TN = \$50,683

Year	Total Grads	Grads with job at graduation	Job w/i 3 months of graduation	Grads moved out of TN
12-13	58	66% (38)	84% (49)	36% (21)
13-14	50	66% (33)	92% (46)	32% (16)
14-15	31	71% (22)	90% (28)	48% (15)
15-16	36	83% (30)	94% (34)	53% (19)



Scholarships

Over 25 scholarships for majors!

Students can apply for many scholarships through a single application (April 1 deadline)

- Nine scholarships just for incoming freshmen!
- Six of the scholarships recur annually for four years
- CIM awards an average of \$48,368.40
- 30% of the funds (\$14,300.30) fund incoming freshmen

Revised: 8/10/2016

What type of benefits should I offer?

In addition to wages, many employers add benefits to their internship compensation packages. Some of them include

- Housing allowance for out of state interns
- Relocation assistance
- Holiday pay

Quick Link

- National Association of College and Employers
<http://www.naceweb.org/>

Making the Job Offer

- Once you have selected a candidate, you must immediately contact the student with a formal job offer
- Remember, that the most highly qualified students are in high demand and any delay from you could result in you losing out the top students to the competition
- How you make the job offer is strictly your preference. Here are a few ways to make a job offer:
 - A phone call to the student confirming your decision. This approach is highly personal and means a lot to the student. A formal letter must follow after the initial phone call
 - A phone call to the faculty or the recruiting coordinator at the university
 - An email to the candidate with the job offer letter attachment
- Whatever your preferred method is, make sure that you make the interview process as short as possible and notify the candidates as soon as possible.

Quick Links

<https://www.docracy.com/4966/intern-offer-letter>

<https://www.sampletemplates.com/letter-templates/offer-letter-sample.html>

Sample Job Offer Letter

March 1, 2017

Dear [Intern Full Name]:

I am pleased to offer you a **Quality Control** Internship with **The Precast/Prestressed Inc.** effective **May 15, 2017**. You will be reporting to Jane Smith, Director of Quality Control. You will be compensated at **\$15.00** per hour of work performed. You are entitled to overtime pay at a rate of 1.5 times the hourly rate.

We are also pleased to inform you that the company will also reimburse you for reasonable and documented one time round trip travel to the company location from Murfreesboro. In addition to the travel expenses, the company will also pay you a monthly stipend of \$800 per month for housing expenses.

To indicate your acceptance of this offer, please sign and date this letter in the space provided below and return it to the address indicated below. A duplicate original is enclosed for your records. We hope that this offer will be favorably received and we look forward to working with you at Widgets, Inc. Your anticipated start date is, May 15, 2017.

Sincerely,

Jane Doe

Director of Human Resources

ACCEPTED AND AGREED:

[Intern Full Name]

Signature: _____

Date: _____

Pre-arrival Preparation

- Make sure that you have finalized a detailed plan for your intern
- Make sure that you have a buy in from your management team regarding the internship plan
- Make sure that you have notified the members of the management team who will be responsible for the day to day supervision on the intern
- Make sure that you have given the managing supervisors sufficient time to be able to effectively manage the intern. You can accomplish this by delegating some of the responsibilities to others in your organization
- Make sure that the managers understand your expectations of them
- Make sure that they understand that they are being entrusted to diligently perform this responsibility of supervising the intern and the importance of this to the long term benefit of the company
- Make sure that a work station has been identified for the intern
- Make sure that they have access to all the software they would be required to use
- Make sure that an email address has been created and login credentials to your computer system has been created for the intern
- Make sure that all onsite and external training programs have been identified for the intern
- If possible, registration has been completed on behalf of the intern for all external training
- Make sure that meetings with clients and customers have been arranged so the intern will have an opportunity to interact with these stakeholders
- Make sure that time has been set aside and appointments scheduled with your organization's top management team.

Onboarding and orientation

There are a number of things that a successful onboarding process includes. Perhaps the most basic of these things is a clear understanding of the difference between orientation, training, and onboarding. While some use those terms interchangeably, that is not exactly accurate.

Orientation and training are essential parts of the onboarding process, but by no means are they the process in its entirety. Onboarding involves much more. It is a process of immersing a new hire into the corporate culture, ensuring a smooth transition to valued, loyal employee.

Here are some steps to take to make that happen:

1. Start Onboarding before Hire

Remember that onboarding is the process of integrating a new hire into your company culture. Therefore, onboarding process starts very early in the hiring process. Everything you do will be an indication of your corporate culture.

You should ask the following question:

Do your recruiting strategies align with your company culture? If not, candidates coming into your organization can experience “culture-shock” — a negative initial impression which may linger and lead to a retention issue at some point.

2. Optimize Orientation

- The orientation process is an important next step. Planning ahead for an employee’s first day indicates a sincere interest in his or her successful transition.
- Some organizations handle much of the orientation process even before the first day of employment. This is accomplished by providing the intern with access to online portal. This online portion of the orientation could include:
 - Providing access to company mission statement

- Teaching the intern about compliance issues and company policies
- Having the intern complete the necessary paperwork online
- Providing access to safety training manuals

3. Train with Clear Purpose

- You should assume that the intern does not have any knowledge or background of your company's manufacturing or administrative processes. So make sure that the training is straight forward and progressive in nature.
- Training of your new hire should commence immediately and should be an ongoing structured process.
- Initial training involves clarifying and confirming what the new hire already knows about your company.
- Next, training should cover such things as organizational programs that lead to career path advancement, company best practices, instruction on how to best use technology and equipment provided, practice-based learning, and goal-setting sessions to help a new hire focus on making the most of the opportunities provided by your organization.

4. Coach for Culture

- A key part of the onboarding process is matching a new hire with the appropriate mentor within your organization. The goal of the mentor should be to help the new hire understand and appreciate your organizational culture.
- If possible, you should introduce your intern to key executives in the organization. Demonstrating that your company is looking at you for the long term.
- Coaching should also include regular check-ins throughout the internship as some issues a new employee may face do not manifest themselves on day one.

5. Build a Better Network

- The final piece of the onboarding process is helping a new employee make the connections he or she needs to succeed long-term with your organization.

- Social integration with other key employees is essential for success.
- Encourage a new employee to form high-quality relationships with leaders and other team members.

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Managing the Intern Effectively

Advance planning

The key to effectively managing the intern is to be prepared long before the intern's start date. If the internship plan is well laid out, managing an intern will be a straight forward process. The more detailed the plan is, the more effective the management is. Learning objectives must be established for each aspect of the intern's work environment.

Create a meaningful performance evaluation framework

Performance evaluation provides important information how well an intern is performing in his or her role. The key to effective performance evaluation is that it is a meaningful experience for everyone involved. This can be accomplished in the following ways:

Collect information from various sources

- A performance evaluation should be a team exercise, and should not be done in a vacuum
- The manager should begin with having the intern submit a self-review as part of the performance evaluation.
- Self-reviews give employees a feeling of control—it offers them the ability to have their point of view heard by management.
- When submitting a self-review, the manager should have the employee include a list of task-related action items. This list may give the manager an insight into previously unknown employee interests and talents.
- Additionally, the manager should seek out other's opinions regarding the employee's performance. This is called a 360-review. This is helpful because sometimes a peer, co-worker, or even a client may provide additional insight into the performance picture beyond that of the immediate supervisor.

Communicate, Communicate, Communicate

- Employees need clear and consistent communication from their managers to know how their goals are connected to the organization's vision, strategy and corporate goals.
- Coaching is very important mode of employee communication as well as being considered a form of employee training and development. Managers should develop skills such as listening, observing, giving constructive feedback, providing recognition and teaching or developing new skills in order to get the most out of their employees.
- The process of coaching involves asking questions rather than simply giving instructions or pat answers. The intention is not to put the employee on the spot or highlight incompetence but to assist them by learning the process of problem-solving.
- An effective method of coaching involves asking open-ended questions such as: What does this data suggest to you? What are your recommended solutions?

Coordinate all activities to minimize wasted time

- Effective Management of the intern happens when all activities of the internship program are well coordinated. This avoids wasted time and added frustrations on part of all stakeholders

Develop an effective handoff to different supervisor

- Once the training has been completed in one function, make sure that you briefly meet with the intern and the supervisor from the next process.
- Summarize what topics have been covered and what the learning objectives for the next process are.

A Roadmap to Developing an Effective
Internship Program in the Precast Industry

**Developing an Effective
Performance Evaluation
Process**

Employer's Assessment of the Intern

As a host organization, you need to provide interns with periodic performance evaluations.

Since a **defining characteristic of internships** is a focus on learning, providing feedback is even more important for interns than for fulltime staff members. In fact, it is crucial to the learning process that interns know in which areas their performance is meeting or exceeding employer standards, and in which areas they need to work harder or make adjustments (as well as suggestions for what those adjustments might be).

Of course, intern evaluations will differ by company. In some organizations, an intern evaluation might consist solely of an informal lunch spent discussing strengths and weaknesses with a supervisor. In other organizations, intern evaluations are formal, written, and regularly scheduled.

While it is up to your organization which way you go, we recommend that *written* intern evaluations be part of your feedback process.

In the ideal situation, an intern's supervisor would fill out an evaluation sheet ahead of time and then go over the report with the intern present. This way, the student and supervisor can discuss the assessment: The intern can ask questions, and the supervisor can elaborate on comments and scoring.

Written intern evaluations are beneficial for a variety of reasons:

- Written evaluations most clearly communicate which areas of intern performance need adjustment.
- With informal, oral evaluations, interns may not remember everything the supervisor says; it's less likely interns will make the proper improvements if they can't recall all the issues they are supposed to correct.
- With written evaluations, interns can keep the progress reports and refer back to them periodically to make sure they're working toward peak performance.
- Written evaluations provide proof of supervisors' performance reviews. In the case of future disciplinary action—or if an intern is wondering why they were not invited back

or offered fulltime employment—a written evaluation eliminates the intern's ability to contend, "I was never told I needed to improve in that area."

- If an intern is receiving school credit for participation in the internship program, written evaluations are most often mandatory. Getting into the habit of providing written performance evaluations for all interns simply makes your program run smoother and ensures all interns are evaluated equally.

But what if you own a small business and are just starting a single-intern program? It's still recommended you implement a standardized process of written evaluation coupled with supervisor discussion.

The reason is that your small business may grow, and you may decide to take on more interns. Creating a scalable program and laying a solid foundation from the start is much easier than revamping a disorganized program once it's in place.

Intern's Assessment of the Company and Supervisor

This is a very delicate process. Make sure that you very discrete with it. If the intern finds a reason to not trust the process, the entire evaluation process could be jeopardized. This review should be turned in to the mentor. The intern mentor in turn will use his knowledge of the personnel as well as the corporate culture and communicate the findings in a respectful and discrete manner.

Some of the topics to include in this survey include:

- Clear instruction
- Clarity of Expectations
- Ability to communicate
- Supervisor's interest in managing the intern
- Ability to plan effectively
- Proper training
- Relevant work
- Access to the supervisor
- Working conditions
- Regular feedback
- Supervisor's preparedness
- Inclusion
- Successful completion of defined learning outcomes
- Company's culture
- Company's communication effectiveness

Sample Employer's Evaluation of the Intern

Student Intern Performance Evaluation

Term of Internship: ___ Sum ___ Fall ___ Spring Date of Evaluation: _____

Student Name: _____

Organization Name: _____

Supervisor: _____

Supervisor email/phone: _____ / _____

Faculty Internship Coordinator (if applicable) _____

• **Supervisor Comments** (i.e. strengths, areas for improvement, etc)

Please rate the intern's performance in the following areas:

Rating Scale:

- 1 = Excellent** - far exceeded expectations
- 2 = Good** - met and exceeded expectations
- 3 = Satisfactory** - met expectations
- 4 = Fair** - somewhat met expectations, but needs improvement
- 5 = Unsatisfactory** - did not meet expectations

1. Oral communication	1	2	3	4	5
2. Written communication	1	2	3	4	5
3. Initiative	1	2	3	4	5
4. Interaction with staff	1	2	3	4	5
5. Attitude	1	2	3	4	5
6. Dependability	1	2	3	4	5
7. Ability to learn	1	2	3	4	5
8. Planning and organization	1	2	3	4	5
9. Professionalism	1	2	3	4	5
10. Creativity	1	2	3	4	5
11. Quality of work	1	2	3	4	5
12. Productivity	1	2	3	4	5

13. Appearance	1	2	3	4	5
14. Adaptability to organization's culture/policies	1	2	3	4	5
15. Overall Performance	1	2	3	4	5

Sample Intern's Evaluation of the Supervisor

Intern Evaluation of Supervisor

Date: _____

Department _____

Supervisor _____

Please evaluate the supervision you have received as it relates to the areas listed below.
The rating scale is as follows:

Strongly Agree	5
Agree	4
Does Not Apply	3
Disagree	2
Strongly Disagree	1

Competency	Score
Provides Clear instruction	
Is very clear what the expectations are and why?	
Communicates very effectively	
Is very interested in making sure that I receive proper training	
Excels in planning effectively	
Is very training oriented and always encourages continued training	
Always assigns relevant and meaningful work	
Is very accessible and doesn't seem bothered to be approached	
Work hard to provide excellent working conditions	
Provides regular feedback. Always provide guidance to improve my performance	
Is always well prepared and projects an image of someone who is in control	
Inclusion – Works hard to include all employees in departmental activities	
Company's culture – Promotes company culture by practicing it	
Makes sure that all the learning outcomes have been accomplished consistently	

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Your Future Plans for the Intern

Post Internship Actions

- Discuss the overall performance of the intern with your management team as well as regular employees
- Conduct an exit interview with the intern as part of the off-boarding process
- Share the content of the exit interview with the rest of your management team. Make it part of the “lessons learned” exercise.
- Perform a lesson learned analysis with your management team to identify the strength and weaknesses of the internship program
- Explore the possibilities of offering another internship to the intern based on your needs and student’s availability
- Decide if the intern should be considered for a full-time position. You may try to answer the following questions:
 - If the student is graduating soon, are you prepared to offer him/her a job offer, before they leave your company?
 - Is the intern really interested in pursuing full-time opportunities with your organization?
 - Does the student fit within your organization’s culture?
 - Does your intern demonstrate abilities that you feel will help you grow your company?
 - Does the intern show the promise of moving up within your organization?
- If the answers to the above questions are all affirmative, then consider making a commitment to the intern by making a job offer
- If there is a gap between the current internship and the hire date, make sure that you stay in touch with the intern on a regular basis. You can do the following to keep them engaged:
 - Send them company newsletters

- Engage them with some research projects that they might be interested in
- Offer to compensate them for small projects that they can perform while attending the university
- Offer to guest lecture in their department
- Invite them to company functions
- Meet them for an occasional lunch

Intern Exit Interview Form

The Precast/Prestress Company

Intern's Name: _____

Today's Date: _____

1. Are you prematurely leaving this internship? If so, did dissatisfaction with any of the following factors influence your decision to leave?

Item	Yes	No
Type of work		
Working conditions (setting, schedule, travel, flexibility)		
Pay		
Supervisor		
Location		
Cost of living in area		
Commute		

2. Please rate the following aspects of your job. Use the 1 – 5 scale below.

Item	1 Poor	2	3 Average	4	5 Excellent
Type of work performed					
Fairness of workload					
Salary					
Working conditions					
Tools and equipment provided					
Training received					
Co-workers					
Supervision received					
Level of input in decisions that affected you					

3. Please rate the following aspects of the organization overall. Use the 1 – 5 scale below.

Item	1 Poor	2	3 Average	4	5 Excellent
Recruitment process					
New employee orientation					
Training opportunities					
Career development opportunities					
Employee morale					
Fair treatment of employees					
Recognition for a job well done					
Support of work-life balance					
Cooperation within the agency					
Communication between management and employees					
Performance and development planning and evaluation					
Interest and investment in employees					
Commitment to customer service					
Concern with quality and excellence					
Administrative policies/procedures					

4. Please rate your supervisor on the following factors. Use the 1 – 5 scale below.

	1 Never	2 Seldom	3 Often	4 Usually	5 Always
Gave usable performance feedback					
Recognized accomplishments					
Clearly communicated expectations					
Treated you fairly and respectfully					
Coached, trained, & developed you					
Provided leadership					
Encouraged teamwork & cooperation					
Resolved concerns promptly					
Listened to suggestions & feedback					
Kept employees informed					
Supported work-life balance					
Provided appropriate & challenging assignments					

5. If you accepted another job, please complete the following:

Name of new employer	
Location of position	
Title of position	
Nature of work of position	
What the new position and/or organization offers that we do not	

A Roadmap to Developing an Effective Internship Program in the Precast Industry

Frequently Asked Questions

1. Can my company offer an unpaid internship?

This is a common question. The federal law requires that all unpaid internships in the private for-profit sector meet criteria established by the Department of Labor (DOL). The criteria consist of six factors commonly referred to as "The Six Prong Test." The internship must meet all six factors to be lawfully considered an unpaid internship. The Six Prong Test can be found at the DOL website. Each organization is responsible for ensuring its legal compliance with the Fair Labor Standards Act (FLSA). A student receiving credit for an internship has no correlation to whether or not an employer is legally obligated to pay an intern.

An unpaid internship should be similar to a job shadow. This means that the intern "shadows" a professional over half the time, under very close supervision. The experience of an unpaid intern should be similar to an experience in a classroom. This means that the experience should be closely monitored, supervised and include research, learning, and projects. The work-site is considered an extension of the classroom and the employer becomes an extension of the educational instruction. If an employer seeks to benefit from the work of an intern and expects the intern to work independently, the employer may need to offer a paid internship. The SJSU Career Center can assist with the hiring, payroll, and administrative process.

2. How does a student receive credit for obtaining an internship?

Each university operates independently. There may be some variation in the process depending on the student's major. Typically, a student should speak with their department first and learn the expectations and logistics of obtaining credit for an internship. Most departments give the students a packet for the employer to sign that outlines the expectation of the experience.

Professors often ask the employer to evaluate the student at the end of the experience. It's important to note that the institution provides the credit to the intern, not the employer. The employer provides the training, experience, evaluation, and compensation. Whether or not the university grants credit for an internship, each employer is responsible for ensuring its legal compliance with the Fair Labor Standards Act (FLSA). A student receiving credit for the internship experience has no correlation to whether or not an employer is legally obligated to pay an intern.

For students earning credit for the internship experience, the employer will be required to complete a University Organization Agreement (UOA).

3. When is the best time to post my internship?

This will be determined by when you want your intern to begin working. Many employers recruit in the fall to gain a head-start for summer interns. Recruiting in spring is equally as popular. Give yourself a couple months to market, screen, and recruit. The most active months for internship posting are between February and May.

4. Can the Career Center refer or recommend a student for an internship?

Yes! Most Career Placement Centers will identify, attract, and recruit candidates for any job or internship.

5. Can the Career Center introduce me to student club leaders?

The Career Center has various relationships with student clubs, organizations, fraternities, and sororities. They provide consultation to employers on the best ways to connect with student groups and can offer best practices to help you build your brand on campus. Employers are encouraged to outreach independently from the Career Center to establish relationships.

6. I don't know how much of a salary to offer an intern, what would the Career Center recommend?

An intern's wage will vary depending on several factors. Some aspects to take into consideration include experience, level of education, major, work location, responsibilities, and of course your company's budget. Many companies offer interns approximately 75% of the wage they would offer a permanent employee

7. How are internships different from regular employment?

Internship experiences differ from regular employment primarily due to the emphasis on learning and professional development. Regular employment is a paid work experience that may be unrelated to your major and may lack specific learning goals. All work experiences have routine tasks (data entry, clerical work, telephone calling), however, internships should be offered with the intent to foster real-world experience, learning and

professional training combined. Remember, an internship is a learning experience, not a regular job.

8. I would like to extend a return offer or full-time offer to a current intern. How do I do that?

According to the Principles for Professional Conduct established by NACE, "Employers are expected to provide students with a reasonable amount of time to make decisions about accepting an employment offer. [Employers] are also expected to provide students with a reasonable process for making such decisions. In addition, it is improper for employers to impose undue pressure on students regarding acceptance of job offers, including pressure on the student to revoke their acceptance of a job offer from another employer."

It is highly recommended that employers allow students to fully participate in on-campus recruiting opportunities before making a decision. For that reason, we request that students are given until one day past the end of that term's recruiting cycle to make a decision or two weeks, whichever is later, to respond to job offers.

9. Will campus career centers pre-screen interns for us?

Ultimately the employer decides if the intern is a good match with the company's culture and if the student qualifies for the internship project offered by the company.

10. How many hours does an intern need to work in any given semester?

Interns are required to work 200 hours to earn 3 credits toward their degree. This is a minimum requirement for credit seeking students. There is no limit to how many maximum hours an intern can work. As long as he is being paid for overtime hours, the number of hours worked is strictly between the employer and the student.

11. When are interns available?

Students usually seek internships prior to the beginning of each semester. Employers are allowed to post paid internships any time throughout the year.

12. How long should an internship last?

Internships vary in length, depending on the needs of the employer and the student. For-credit internships typically last at least a full summer semester (mid-May to mid-August), however the duration of the internship may vary depending on the needs of the employer. Non-credit internships are not necessarily scheduled on a semester basis.

13. Are the internships limited to summer months?

No. The internship can be scheduled throughout the year. The employer and the intern are free to negotiate the terms of the internship.

14. How much do we need to pay the intern?

The employer is expected to pay competitive wages to the intern to attract the best candidates. Starting hourly rate of \$15 to \$18 per hour is reasonable.

15.If my intern is receiving academic credit for their internship, what are my responsibilities as an employer for the course?

Typically, the employer is required to complete a midterm and final evaluation of the student's performance at their internship. The information from this evaluation contributes to the student's final grade for the course.

16. My internship is paid but can my intern also receive course credit?

This is at the discretion of the student's academic department; however, many departments are supportive of students being compensated in addition to receiving credit for their internship.

17.Will the university sign a "hold harmless" agreement or release of liability?

No. Typically, universities do not sign a hold harmless agreement or release of liability, according to statewide policy. This policy is in accordance with the principles defined by the Cooperative Education and Internship Association (CEIA), the National Association of Colleges and Employers (NACE) and the National Society for Experiential Education (NSEE).

18. Is the employer liable if the intern is hurt at the workplace?

This is a complex issue and one with no definitive answer. Generally, if an intern is on the payroll, he or she should be covered under the employer's workers' compensation policy, just like all other regular employees.

If the intern is unpaid and earning academic credit for the internship, he or she is most likely covered under the school's policies should an injury occur. It is strongly advised, however, that employers who regularly recruit unpaid interns purchase a rider policy for volunteers at their workplaces, as this would prevent students from suing an employer for negligence with unlimited damages. In most cases, the courts look for employer negligence as the basis for any claims

19. After completing an internship, is an intern entitled to unemployment compensation?

No. Interns generally are not entitled to unemployment compensation after completing an internship.

20. Can an intern be considered an independent contractor or volunteer?

An intern cannot be considered an independent contractor or a volunteer. In a typical internship, the employer exercises control over the result to be accomplished and manner by which the result is achieved. Due to this, a student intern may not be considered an independent contractor. This means that an intern cannot be paid as an independent contractor, either.

The Department of Labor (DOL) regulations define a volunteer as an individual who provides services to a public agency for civic, charitable or humanitarian reasons without promise or expectation of compensation for services rendered. Thus, an intern at any for-profit company would not fit the definition of a volunteer.