

# experience

## / Change is in the Air...

How co-op and internship  
programs can help employers  
weather the storm



Merchandising majors Rob Lyon and Katherine Cangemi on co-op at Calvin Klein Jeans, where they worked for CK director of marketing and 1999 Drexel graduate Aubrey Reichard.

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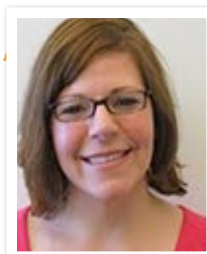
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## STUDENT HIRING PROGRAMS: A WIN-WIN-WIN BUSINESS STRATEGY

By Kathleen Winningham, Walt Disney Parks & Resorts





**Michelle Clare** is a Faculty Co-op Advisor at the University of Cincinnati.

Dear Colleagues and Employer Partners —

I've heard it said that hindsight is 20/20.

When I reflect back on my own college years, I certainly see things that I would do differently if I had to do it all over again. I remember opportunities which I should have taken advantage of but didn't. I remember people I should have gotten to know better, but didn't. In short, I fell prey to youth.

Ironically, these missed opportunities help me do my job better. **While at times it is certainly easy to get frustrated by students who don't take advantage of opportunities, I find that it helps to think back on my 20-year-old self: optimistic yet naïve, smart yet foolish, not having learned many life lessons or having the benefit of experience to shape my thinking and my actions.**

There is one great advantage students who participate in work-integrated programs have. They have employers who can help them recognize and take advantage of opportunity.

Anyone who has been around this business for any length of time knows that employers often have more credibility with students than educators do. I can speculate as to why this is (couldn't we all) but ultimately I think it's as simple as this: **Employers are who students are aspiring to become.**

So my appeal to employers is this:

- Recognize the power of influence that you wield and use it to help guide students.
- Help students recognize and seize opportunity.
- Remember that these students don't have the benefit of extensive life experience. Be their teacher.

- Don't just hire the polished students. Hiring the unpolished student gives you an opportunity to help shape them. Don't miss this opportunity.
- Remember yourself at 20. This will help you better handle the mistakes, the misunderstandings and the misgivings of the students who you employ.
- Lend the students your perspective. Tell them your story. Share with them your mistakes and accomplishments.

In this issue ***Change is in the Air...How co-op and internship programs can help employers weather the storm***, we've provided some real-world ideas for employers on how to get the most out of student hiring programs. In addition to the information presented here, I hope that employers reading this issue will remember to consider the "human justification" for hiring students. **Most of us can look back and remember someone who helped to shape our professional vision and future. Strive to do this for a student. In the age of multi-tasking and too much to do in too little time, remember to take the time to do this because it will have long-lasting effects not just on the students, but on you too.**

Sincerely,

Michelle Clare  
Editor

# experience

SPRING 2012

A publication of **CEIA**

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**Have a best practice, resource, unique program element, etc. that you would be willing to share with your colleagues?**

**We want to hear from you! The success of this publication hinges on professionals' willingness to share best practices and resources with one another. If you have suggestions/ideas or if you've written an article which may be appropriate for this publication, please contact us!**

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# TO PAY OR NOT TO PAY?

## *An Excellent (and Controversial) Question*

By Jill Lutz, Associate Editor and Coordinator  
of Cooperative Education/WBL,  
Central Piedmont Community College

**In today's economy, many businesses find themselves in an unusual situation. Plenty of work needs to be completed, but due to budget cuts and layoffs, the work is left for a smaller number of remaining employees, many of whom are already overworked and underpaid. >**

In late 2010 *Entrepreneur* magazine noted that productivity during the economic downturn actually increased in the United States by nearly 7%, but by 2010 productivity had decreased by almost 2%. Even during recovery, employers are slow to hire new workers who could give a much-needed break to tenured employees.

A solution for many businesses is to utilize interns, which can prove beneficial for both parties. Students gain valuable experience. Employers gain a resource which can help them complete projects that have been put on the back burner or assign the intern tasks to free up employees.

***But the real question is: Should interns be paid for the work done at for-profit businesses?***

If interns are in learning mode, businesses can make the case not to pay them since time, effort, and money are being spent on training the student. Alternatively, if students are producing valuable work for an employer, some would argue that students should receive some sort of compensation.

Unpaid interns are common in journalism, public relations, and film industries, among others. A 2011 article by National Public Radio (NPR) stated that out of nearly 1 million interns in the United States, 50% are not paid for their time at an internship. This figure includes internships in both for-profit and non-profit sectors, with non-profits receiving less scrutiny because work can be legally done by volunteers.

In April 2010, the U.S. Department of Labor (DOL) took note of the high number of unpaid interns in the for-profit sector and released **Fact Sheet #71**, which outlined six criteria for such employers to follow when hosting unpaid interns. If all criteria are followed then for-profit employers can choose not to pay interns because the interns are in training and under the Fair Labor Standards Act (FLSA), an "employment relationship does not exist". According to the DOL, the criteria are as follows:

- 1** The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
- 2** The internship experience is for the benefit of the intern;
- 3** The intern does not displace regular employees, but works under the 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.

From an employer's perspective, compliance with the criteria may seem cumbersome, especially if the employer is new to having unpaid interns.

***Many colleges and universities encourage employers to consider hiring interns to help with special projects or heavier-than-usual workloads. Based on the Department of Labor criteria, such reasoning would be non-compliant.***

According to a May 2011 Wage & Hour Law Update article, an April 2011 ruling from the Sixth Circuit Court of Appeals determined that the DOL's six criteria are "a poor method for determining employee status in a training or educational setting" in the case of *Solis v. Laurelbrook Sanitarium & Sch., Inc.* The school trains students on various life and workplace skills in a nursing home operated by the school, and the DOL felt that Laurelbrook was utilizing these students as employees in an unpaid capacity. Instead of utilizing the six-point criteria the Sixth Circuit preferred using the "primary



benefit test,” agreeing with the local District Court that such a test was a more accurate reflection of training in an educational setting.

***Both courts determined that if the students benefitted more from the experience than the employer, then the students could be unpaid, even in a for-profit business. This ruling shows that in an unpaid internship, both student and employer can benefit, which is a direct contradiction to criteria #4 from the DOL.***

However, the court agreed with the DOL in some respects.

***The court determined that existing employees could not be displaced by interns, and that if the interns were not there, existing employees could sufficiently complete the tasks.***

Given recent court decisions, how should for-profit employers proceed, especially if they have unpaid interns? Many universities and colleges have certain criteria to determine if an internship or a cooperative education (co-op) experience will best serve the student from an educational perspective.

***Employers should work with educational institutions to develop the best learning experience possible, whether the internship is paid or unpaid. The more documentation an employer has showing that an unpaid internship is related to learning, the less likely they will be in violation of labor laws.***

The DOL’s **Fact Sheet #71** even states that “the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience.”

Professional organizations like the Cooperative Education and Internship Association (CEIA) have offered guidance regarding unpaid internships to both

educators and employers alike. In July 2011, the group offered its position on unpaid internships, saying in part, that both parties should benefit from such experiences. Additionally, “educators determine when an internship is credit worthy” and employers “are strongly encouraged to follow rules and regulations pertaining to local and federal labor laws” and are “encouraged to acknowledge each educational institution’s policies in order to best serve the student.”

Beth Shapiro Settje is the Associate Director of Internship Resources & Development at the University of Connecticut and also a CEIA board member who spearheaded the effort to craft the organization’s position on the controversial topic. According to Settje, CEIA “recognizes the issue [of unpaid interns] exists” but that schools should decide on whether or not to advertise unpaid internships, and employers should decide on how to compensate interns. Settje pointed out that many industries find the idea of unpaid internships as an acceptable way of breaking into the business, and the CEIA is not in the position to change the culture of a particular industry.

***Employers may look to their school or university for guidance regarding unpaid internships, but compliance with federal and individual state labor laws ultimately lies in the hands of the employer.***

Deciding not to offer unpaid internships can be a detriment to both students and employers alike. Many students look to unpaid internships as a way of developing a portfolio of professional work, strengthening interpersonal and communication skills, and establishing contacts within their chosen field. Employers often enjoy the fresh ideas and enthusiasm that interns bring to their office.

***Armed with knowledge about how to make an internship a valuable learning experience, employers can make an educated decision about compensating interns based on their business needs and ability to pay.***

# CEIA Position on Unpaid Internships

— July 2011 —

CEIA aims to provide resources and guidance for educators and employers engaging in internship programs. This organization actively supports student participation in valuable internship experiences which offer dedicated supervision, meaningful and educationally relevant work, and opportunities for mentoring and networking. These experiences are to be of value to both parties, allowing for purposeful and effective outcomes.

Though employers decide if an internship will be funded, educators determine when an internship is credit worthy. CEIA supports the fact that academic credit is not the same as compensation. CEIA recognizes that there are also stipulations and guidelines which may impact financial compensation. All employers are strongly encouraged to follow rules and regulations pertaining to local and federal labor laws when determining remuneration options. Knowing there is not one universal procedure within the higher education community for documenting internships, employers are encouraged to acknowledge each educational institution’s policies in order to best serve the student.

## Sources:

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NPR article “Real World Work or Just Free Labor?” published November 2011. Retrieved from URL <http://www.npr.org/2011/11/16/142224360/unpaid-interns-real-world-work-or-just-free-labor>

US Department of Labor, Wage and Hour Division, Fact Sheet #71 published April 2010. Retrieved from <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>

Wage and Hour Law Update Article “Sixth Circuit Court of Appeals Affirms Trial Ruling that Vocational Students are not employees under FLSA” published May 2011. Retrieved from URL <http://www.wageandhourlawupdate.com/tags/laurelbrook/>





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

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

### Background

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

### The Test For Unpaid Interns

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

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

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

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

### Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA’s minimum wage and overtime requirements because the employer benefits from the interns’ work.

### Displacement And Supervision Issues

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

### Job Entitlement

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

### Where to Obtain Additional Information

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

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

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

1-866-4-USWAGE  
TTY: 1-866-487-9243  
[Contact Us](#)

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



## STUDENT HIRING PROGRAMS:

# A Win-Win-Win Business Strategy

By Kathleen  
Winningham  
Learning &  
Development Manager  
Walt Disney  
Parks & Resorts

Work-integrated learning is not a new concept, and it is known by many names: internship, co-op, practicum and apprenticeship.

Combined, these programs represent a critical element in higher education, allowing students the ability to test academic theory within the application of work.

Throughout history, there have been numerous individuals who have, by all accounts, had very successful careers. Many have stated that work-integrated learning experiences in their youth served as the foundation to their later success. Andrew Carnegie started in the mailroom of a textile factory. John Rockefeller began his career as a bookkeeper. Walt Disney started his career as an artist for advertisements. And all of them contributed significantly to education throughout their lives by starting three but equally prominent educational institutions.<sup>1</sup>

Work-integrated learning has long been a fixture within The Walt Disney Company. We offer internships in a wide range of areas to correlate with the vast diversity of our businesses. From accounting to zoology, engineering and art design, all of these internships have one thing in common: the acquisition of transferable skills that go beyond students' individual majors.

Once predominant as a summer-only endeavor, internships are becoming a mainstay year-round as many universities understand the importance of work-integrated learning as a deliberate inclusion in academic studies. By allowing for these types of experiences, all of the parties involved benefit.

### Student benefits

Internship experiences give students a glimpse into what careers may actually involve, or what options may be available within their desired discipline. More importantly, it allows them to acquire key transferable skills that transcend all major studies. While many students may not realize the importance of these skills, we know that they continue to remain important to employers.

When students participate in one of the many internship programs at The Walt Disney Company, they are exposed to a creative, dynamic, and high-volume, fast-paced environment in which they are expected to complete their tasks on-the-job and represent a world-famous company. Participants are able to develop their professionalism along with decision-making, problem-solving,

and time management. They will also gain the maturity to understand these skills in an environment that understands that learning and earning are related activities.

The Secretary's Commission on Achieving Workplace Skills (SCANS) report published in June 1991 by the Department of Labor identified and described the type of skills that are required to be ready for work. One of the major themes highlighted throughout the paper is that the nation's schools must be transformed into high-performance organizations in order to improve student achievement for success in the workplace. The report suggests that "if students are taught the know-how in the context of relevant problems, you will find them more attentive, more interested and indeed, more teachable, because they will find the coursework challenging and relevant."<sup>2</sup>

While there needs to be a drive for career success from the individual, an important trait that companies are looking for is a willingness to learn. Finding this trait not only helps employers find future employees, but also allows these future employees to contribute their knowledge to the workforce and other companies that they may work for in the future. **Considering that the percentage of students engaging in internships is increasing each year, and that it is in direct correlation to their ability to gain full-time employment, it's hard to ignore the importance of internships in a student's career path.**<sup>3</sup>

### School/university benefits

Schools and universities benefit by showcasing the abilities of their student body to the work environment, which can then translate to increased hiring practices in the highly-selective global marketplace. It provides them a mechanism to manage ever-growing course enrollments with limited resources on their campus. And it provides an opportunity to enhance their curriculum by incorporating the lessons learned during the internships in the classroom.

A key to continued success of any internship program is the advocacy of the educational



institution from which the participating student is receiving his or her degree. Colleges are aware of education trends and what kind of knowledge will prepare students for their future in the professional world. Maximizing the relationship between colleges and industry, specifically within the context of developing the necessary skills for the workforce, is paramount to a successful relationship within their community.

When students participate in an internship, they can come back to their college transformed, with new skills and a new understanding of academic purpose. Their training and on-the-job experience gives them the potential to make a difference not only at their college, but also in the community. **Additionally, an internship experience is just the kind of motivation that a community college student may need to go on to attend a four-year college, excel in school, participate in another internship or land their first full-time job.**

A student's success is a testament to the collaboration between the student, college, and the organization with the internship. Students are enabled to utilize their transferable skills, developing a strong workforce for future generations.

### Organizational benefits

Organizations benefit by having new talent, new thinking and 'fresh eyes' in their business. **With the increasing demand for knowledgeable and skilled employees, companies who do not recognize the importance of internships within their company may be left behind in today's global talent market. The importance of developing a ready-to-execute workforce must be important to all organizations.**

Workforce development is an integral part of our success and The Walt Disney Company supports and values the continuous development of all of its employees. Identifying and promoting internal talent is an important focus, and one of our most successful employment strategies is internship

"There's really no secret about our approach. We keep moving forward — opening up new doors and doing things — because we're curious. And curiosity keeps leading us down new paths. We're always exploring and experimenting. We call it Imagineering — the blending of creative imagination with technical know-how."

.....  
*Walt Disney*

programs throughout our organization. These programs have become a source of pride for the outstanding leadership candidate pool they create and the diversity of people they bring to our company. Each year, our programs attract thousands of participants from around the globe.

**The relationships that The Walt Disney Company maintains with colleges and universities across the country illustrates that higher education and organizations can effectively work together to create successful experiences for students. It's a win-win-win situation for the student, college and the company with the internship.**

From classic animated features and exhilarating theme park attractions to cutting edge sports coverage and the hottest shows on television, The Walt Disney Company is the global leader in family entertainment. For nearly 90 years, our outstanding storytelling has enchanted, inspired and thrilled audiences everywhere. Making dreams come true every day is central to our global growth strategy.

As you already know, Disney is creative. In fact, our fuel is creativity. It's part of our brand. **What better way to drive creativity than to have diverse faces, voices, experiences and backgrounds represented in all we do? It's smart business, and it's the right thing to do.**

1 Andrew Carnegie founded Carnegie Institute of Technology which is now part of Carnegie Mellon University. John Rockefeller is the founder of the University of Chicago. Walt Disney founded the California Institute of the Arts (CalArts).

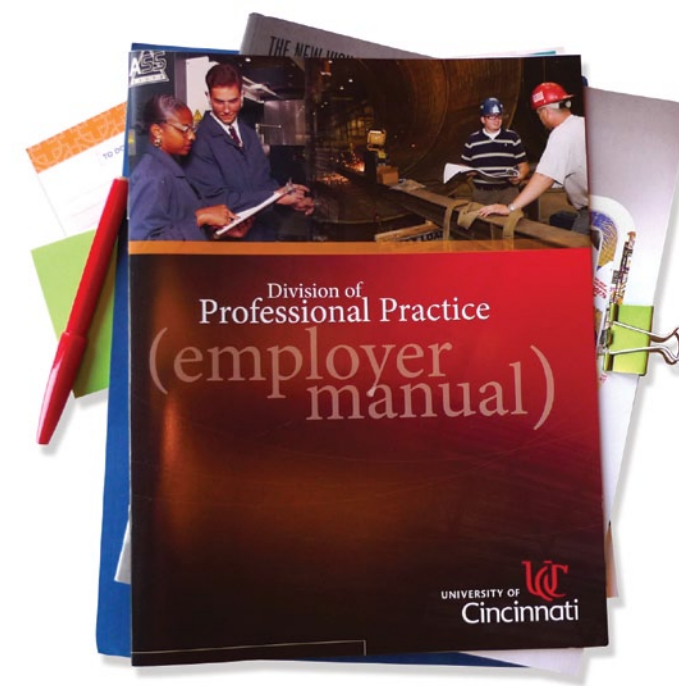
2 U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, June 1991

3 2011 Internships & Co-op Survey, National Association of Colleges and Employers

# CREATING A MEANINGFUL EMPLOYER MANUAL

By Maureen Schomaker, *Assistant Professor*, University of Cincinnati

As practitioners in cooperative education we are constantly striving to help our students receive a work experience that will drive them forward and help to transition them into the young professionals they aspire to become. As practitioners we prepare them for the hiring and interview process and the departmental faculty prepare them within their disciplines but once a student enters the world of work, we rely on our employers to be the educators.



At the University of Cincinnati we have relied on our employers for over one hundred years to provide students with real world experiential learning. Although some employers may not be familiar with educational theory or pedagogies, they possess unique and powerful contextual knowledge. Employers who are willing to engage in the partnership of educating students have discovered exceptional practices which provide students with a quality learning experience and help their organizations get the most out of hiring students. It was our goal to uncover these exceptional practices, compile them into a meaningful employer manual and make this manual available as a resource to employers who are establishing, redefining or improving their co-op and/or internship program. **HERE IS WHAT WE DID AND WHAT WE FOUND.**



# WHAT WE DID

Over the years, the Division of Professional Practice faculty at University of Cincinnati has created student handbooks, employer manuals, textbooks and a variety of materials in an effort to serve our students and employers. However, as with many organizations, updating these materials often gets pushed aside in order to deal with the day to day activities of teaching our students. An update for UC's employer manual was well overdue.

The four member committee which was assembled was comprised of a long-standing co-op faculty advisor and expert in the field of experiential learning and former co-op employers turned co-op educators who worked in industry hiring and mentoring co-ops for many years. My experience included teaching in higher education at several colleges before moving into cooperative education. Among the four of us we possessed extensive knowledge of cooperative education as well as the corporate and academic spheres with over 75 years of professional experience among us.

The committee agreed to construct a survey for both employers and students to identify what they felt were key components for a successful co-op experience in today's world. We utilized Likert scale questions to capture quantitative data and open ended questions to secure qualitative data. We relied on our own database of employers and students and received responses from 48 employers and 145 students.

After reviewing the survey results, the committee sought to obtain additional qualitative data directly from employers. We reached out to employers who were attending the University of Cincinnati's Industrial Symposium in February, 2011 sponsored by the Center for Cooperative Education Research and Innovation. We presented the results of our survey and sought additional information from employers at a break out session. This forum provided an opportunity for large, medium and small employers to share best practices. Setting the stage for employers to exchange ideas was exciting. This forum allowed us to collect qualitative data from an eclectic mix of pre-dominantly local employers about what they perceived to be best practice.

After our presentation at UC we continued to gather data on a national level. We presented our findings at the 2011 CEIA conference in San Antonio, TX. We received feedback from a small sample of employers from across the country and we obtained additional qualitative data and included this into our analysis.

Finally we sought an international forum and attended the 2011 WACE convention hosted by Drexel University. We presented a break-out session and additional employers disclosed their own experiences and best practices.

# WHAT WE FOUND: KEY TAKEAWAYS FOR EMPLOYERS

## 1 FOCUS ON FEEDBACK

While a majority of employer respondents—71%—indicated that they “provide regular feedback to co-op regarding student performance,” only 57% of responding students indicated that their employer provided regular feedback on performance. Additionally, 44% of the responding students identified this as an area that would have helped improve their experience. This may indicate that the employers and students have a different perception of what constitutes feedback.

### Selected Student Comments:

“During two of my co-op assignments I was stationed in a room by myself with little to no supervision. It was a new area of practice for me (marketing/PR) and while I did learn to work well independently, some extra supervision or face-to-face interaction daily would have been appreciated.”



“Went over everything we needed to know. Sat down with my boss for discussions. Co-op lunch and learns. Weekly meetings to discuss progress and monthly staff meetings.”

### Selected Employer Comments:

“Consistent, frequent (1 time per week) meetings/feedback between supervisor and student”

“We meet with our students on a regular basis throughout the quarter for feedback, mentoring and to discuss issues and other desires for the quarter. We have a thorough review and exit interview at the end to provide a thorough evaluation and receive input on how to better our program for the students.”

**Advice to employers:** (excerpted from UC Division of Professional Practice Employer Manual)

### Informal Feedback

Informal feedback is sometimes not perceived by the student as feedback. The more casual the feedback the less students tend to recognize it as feedback. Feedback can come from a variety of sources. The student's supervisor should initiate feedback. Group peers and their specific team or department may

also offer feedback. Informal feedback shows up as comments or a light hearted nudge. **When using informal feedback be clear with your intent. The more direct, the more likely the student will perceive this to be an area of focus.** Positive feedback should be given freely. Areas of growth should be presented in a private setting where the student is not embarrassed. **Feedback should be delivered as often as possible to encourage the student to continue to develop.**

### Formal Feedback

Formal feedback should be a prepared and delivered in a private meeting with the co-op to discuss student's strengths and areas for growth. It should be designed so the manager achieves his desired objective. For example: What do you want to tell this student and why? Present positive feedback first and then discuss areas for growth. End the discussion with positive reinforcement. **Students should have clear objectives of what areas for growth need to be addressed. Use specific examples of student behavior whenever possible so students have clear idea of what areas need improvement.**

### Mid-Term Feedback

**A mid-term evaluation session gives the student opportunity for improvement in any areas that need more immediate attention.** The best method is generally a one-on-one meeting so the student clearly understands the intent of this feedback. It is helpful if it is written down in the form of goals for the remainder of the co-op term. Goals can be adjusted to help correct and improve student performance.

**This meeting is an opportunity for two-way communication.** Supervisor to student and student to supervisor communication should occur. Supervisors should encourage open discussion. Prompt the student for their feedback about their co-op experience. Students may be reluctant to share information that was not positive, but it is important for supervisors to understand the obstacles the co-ops may be encountering. Supervisors may need to gently prod students for feedback and discussion.



## End of Term Employer Report

The university may provide an end of term evaluation or you may develop or complete your own. It should contain both quantitative and qualitative data. Employers are encouraged to write specific comments about student performance. This report should reflect actual student performance. If the student is not doing well the ratings should match the student performance. Students need to hear and understand what the supervisor perceives to be their strengths and areas for growth. **Fair, firm and consistent evaluation is essential. This feedback is integral for their professional growth.**

Feedback obtained from the employer is extremely valuable to the student and the university. Students value employer input and this evaluation helps students identify their areas of strength and their areas for growth.

Finally, immediate and direct feedback is necessary for co-ops who show up late, are unproductive or show any other unprofessional behavior. Students must be held accountable for being prompt and contributing to your team. Prompt action with clear expectations will help students perform at an acceptable level.

***“In addition to the initial and final reviews with the co-ops, we found that a mid-term touch point helps us re-align the initial goals and objectives if needed. The students have a formal opportunity prior to their final review to give feedback. Our philosophy is that there should be no surprises that come up during the final review.”***

— Ashley Wolff  
Duke Energy, Cincinnati, OH

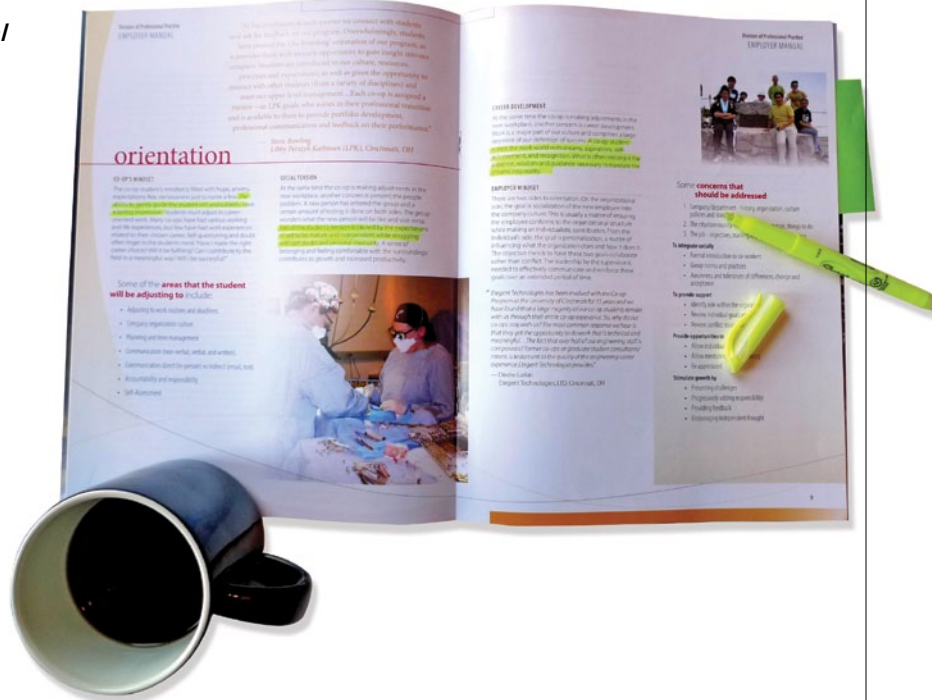
## 2 PROVIDE CHALLENGING AND MEANINGFUL WORK

Over 47% of employer respondents indicated one of the primary reasons they hire co-op students is because they bring fresh ideas to the workplace. Additionally, over 87% of employer respondents indicated that they provide challenging and meaningful work for their co-op students while only 69% of student respondents indicated that their employer offered challenging and meaningful work and over 38% report that being provided with meaningful and challenging work would have enhanced their experience. This may indicate a different in perception about what types of projects and tasks constitute “challenging” or a lack of understanding on the student’s part about the purpose of the work and how it contributes to organizational goals.

### Selected Student Comments:

*“Being given work that contributes to the success of a project makes me feel important. Don’t give your co-op work no one else wants to do because it makes them feel used and unimportant.”*

*“I enjoyed having a co-op project but I would have preferred to focus on what the rest of the team was working on rather than my individual project.”*



### Selected Employer Comments:

*“Clearly articulate and provide written documentation of expectations — Define what the employer expects specifically — 1. Policies and processes 2. Project management and completion ”*

*“Responsibility given with support and backup ”*

**Advice to employers:** (excerpted from UC Division of Professional Practice Employer Manual)

Co-op responsibilities can vary depending on the student’s experience and grade level and academic discipline. First time co-ops certainly need more support, training and supervision that a fifth term co-op. **Successful programs have the students engaged in real, meaningful projects.** Responsibilities should be commensurate with experience. **Increasing the responsibilities throughout successive terms allows a progressive path in skill development.** When possible, the co-op experience should involve rotations in broad disciplines or departments which will aid in the understanding of the broader issues facing a project or a department.

Set short-term and long-term objectives for the student. If a student has down time from their immediate tasks, they are then able to focus work on their long-term project. Check with the student often to make certain they are receiving enough relevant work. As all jobs have some routine work it is expected that students should contribute to that objective. However, students will quickly want to expand into work that has meaning and value. Allow students to take advantage of learning and training opportunities throughout their co-op. Co-ops should receive projects that are increasingly more complicated, eventually leading to the co-op owning a project or process.

***“In creating meaningful work for the students, it took a bit of encouragement from management to the senior engineers to assign the co-ops more than paperwork and time-studies to perform. At first, we as a company, underestimated both the desire and the abilities of the students and in hindsight, didn’t give the initial group of students justice with regard to their assignments. One aggressive manager took a few students and got***

*them on the shop floor and had them start designing tooling fixtures and programming CNC production work centers. Once this was a demonstrated success, the other engineers were willing to utilize their co-ops in a more meaningful way. The important thing that we recognized was that these were very bright and capable young engineers that did not know how we “always did things.” Frankly, the students didn’t care. They were a fresh set of eyes and once the group saw the value of that they were immediately on board with giving them meaningful and valuable assignments and allowing them to contribute to our company in ways we had not even expected. Only then did we realize the true value of this co-op program.”*

— Donna Prentice, TECT POWER

## CONCLUSION

Our hope in creating this manual is to provide a resource for employers on how to maximize the success of their student hiring programs and enhance the students’ learning experience which is based on real input from students and employers. To see all of our advice to employers including information on the subjects listed below, please view our employer manual online at:

<http://www.uc.edu/content/dam/uc/propractice/coop/docs/PropracticeEmployerGuide.pdf>

- 1 Effectively marketing your organization to students.
- 2 How to effectively hire students.
- 3 Providing proper orientation for students.
- 4 Effectively evaluating students
- 5 Justifying permanent hires

Countless hours have gone into this publication and we want to sincerely thank our employers for contributing to this employer manual. Additionally we would like to thank the following organizations for allowing us to present and gather data for this manual: University of Cincinnati’s Center for Cooperative Education Research and Innovation (CERI), Cooperative Education and Intern Association, World Association for Cooperative Education.



# Maximize Your Success With Student Hiring Programs: Advice For Non-Profit Employers

By Tom Carleton, *Campaign Manager*,  
Leukemia & Lymphoma Society – Tri-State Southern Ohio Chapter  
(Interviewed By Michelle Clare, *Editor*)

How long have you been hiring interns and how did you become involved?

I have been with The Leukemia & Lymphoma Society (LLS) for 6 years. I revived our intern program in 2006. I reached out to one of my former communication professors and she happened to be running the intern program for the communication department at UC. I had a great intern experience when I was in school and felt like the real world work experience coupled with academics made a huge difference when you entered the work force.

What prompted the Leukemia & Lymphoma Society to develop an internship program/hire interns?

At first, we needed the free labor! It has evolved into a passion for me. I really enjoy providing a real world work experience and providing a road map of sorts for young people. **I like to share my experiences with them and hopefully become a positive influence that provides good advice.**

Do you focus on having interns from only selected majors or do you consider a wide range of majors?

In our business, we are not discriminatory! We welcome all students from all majors that have an interest in learning what we do....we fund research that will cure cancer some day! **We do think through providing a quality experience for the student based on what they want to learn. We try to provide work they can take with them as they prepare for life after academics. There is a conversation that takes place as the student begins that flushes out what they want from the experience.**

How long did it take to implement the internship program once the organization decided to proceed?

I am a “get it done” kind of person. There was no push back from anyone at LLS.

Were there challenges from within the organization from a staff or policy perspective to develop the internship program?

Challenges arise when, internally, there is not buy in from the whole organization. **Our first intern who was hired upon graduation now manages our interns. She is incredibly organized and our organization buys in. We sit down as a group and plan the term for the student so it is productive for us from a work load standpoint and valuable for the student from the work experience standpoint.**

How is internship program advertised to college students, and do you have staff dedicated to working only with interns?

Our program is promoted through the Division of Professional Practice at the University of Cincinnati and also through the intern program at Xavier University. We also are fortunate to work with the Scripts Howard Foundation so that we are able to fund a paid internship 1 term per year. The Scripts program is focused on, UC, XU and Northern Kentucky University. Our entire staff works with the interns although they do have a specific manager who they report to and receive their tasks from.

What challenges has your organization faced with the internship program? How did you overcome these challenges?

As an organization, you have to interview the interns like they are full time paid employees. Some workers are more efficient than others and just want more when they complete a task. Students are the same way. **We have to be diligent about matching the student’s skills with our organization.**

What successes has your organization achieved with the interns/internship program?

We hired a former intern that is a tremendous asset to our organization! I think we provide a meaningful real world work experience for the student that will benefit them down the road.

Given your experience with interns, what advice would you give college students who want to pursue an internship during college?

**Do not wait for opportunities to come to you. Find your passion and seek it out.** Treat it like you will treat your professional search after college. This is a tremendous opportunity to practice interviewing. Internships also provide the opportunity to view an organization for a finite period of time to see if this something you want to pursue after graduation.

What advice would you give to other non-profit organizations in this regard?

**Do not have interns do anything that you would not do yourself. Respect is earned when you are sitting next to your interns doing work and they understand that you are doing the same thing they are.** Fetching coffee and running copies all day everyday does not provide a quality experience for the student. What do you think the student will say about your organization if you are not providing a quality experience for them? **Internships are a reflection of your organization. Treat them as such.**

Any best practices that you would like to share?

**We try to provide at least 1 project that has a start and a finish during the term that the student can own.** This provides that quality experience they can take with them, something for their portfolio. **Sending the students away with a great experience and something to take with them only benefits the student and your organization.**





# Maximize Your Success With Student Hiring Programs: Advice For Government Employers

By Charles Keller, *Community Access & Outreach Coordinator* with the Mecklenburg County Trial Court Administrator's Office in Charlotte, North Carolina  
(Interviewed By Jill Lutz, *Associate Editor*)

CHARLES KELLER HAS PARTNERED WITH CENTRAL PIEDMONT COMMUNITY COLLEGE'S (CPCC'S) CO-OP DEPARTMENT SINCE 2004. CHARLES PRIMARILY ACCEPTS CPCC STUDENTS FROM THE PARALEGAL TECHNOLOGY AND CRIMINAL JUSTICE PROGRAMS, BUT HAS ALSO WORKED WITH STUDENTS INTERESTED IN PURSUING A CAREER IN PUBLIC RELATIONS, COMMUNICATIONS, OR MARKETING. DUE TO HIS EXTENSIVE WORK WITH CPCC STUDENTS, CHARLES RECEIVED THE CO-OP EMPLOYER OF THE YEAR AWARD IN 2008.

Please provide a brief history of the Trial Court Administrator's Office, your role, and length of tenure.

The Mecklenburg County Trial Court Administrator's (TCA) Office was created over 25 years ago and was one of the first jurisdictions in the nation to recognize the need to improve the administration of justice through professional management. Twelve districts in North Carolina have trial court administrators who are responsible for carrying out the policies of the Senior Resident Superior Court Judge and Chief District Court Judge as well as providing general management for the operations of the court system in their districts. My role is public relations, which includes educating the public about the court system and ensuring the courthouse and the information inside is accessible to the public. I have been with this office for over eleven years now.

When did the internship program at the Trial Court Administrator's Office begin and how did you become involved?

Interns have been used since the establishment of the TCA's Office over 25 years ago. In 2000, my position was created to establish a more cohesive internship program. My predecessor laid the ground work and when I took over in 2004, I was able to devote more time and effort to interns as the position was reorganized to focus more on this area within our organization.

What prompted the Trial Court Administrator's Office to develop an internship program?

As with most government organizations, our office has more work than staff. So, we initially sought interns as a way to supplement our existing staff. These days, however, we view the internship program as a way to educate the public about

the North Carolina court system, as well as provide students a valuable opportunity to learn how the courts and a courthouse operates from the inside. Of course, interns perform a wide variety of tasks and services that may not otherwise be available to the public were it not for them.

Do you focus on having interns from only selected majors or do you consider a wide range of majors?

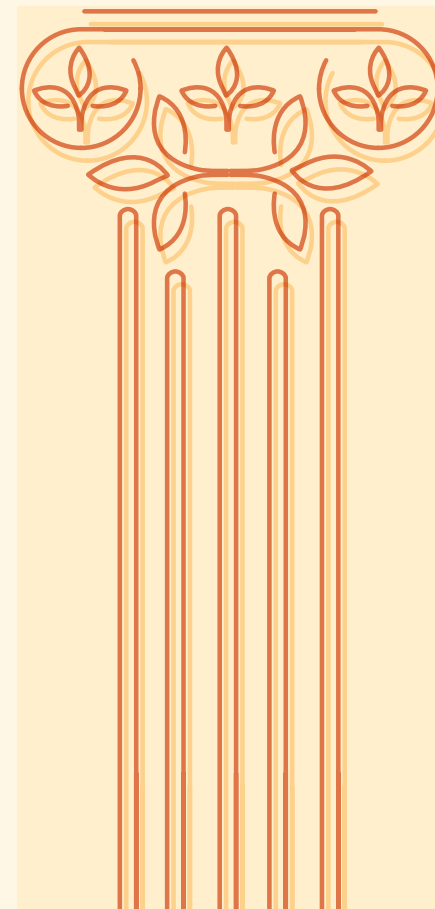
We primarily advertise our internship opportunities to schools that offer degrees in criminal justice, law, or paralegal technology. However, we also recruit students who are English majors because there is a great deal of writing and critical thinking that takes place in our organization. We also look for students who are majoring in Psychology, Political Science, and Social Work, as well as Spanish. These are all courses of study that are beneficial when it comes to the administration of justice.

How long did it take to implement the internship program once you decided to proceed? Did you have to receive special permission from the state or the court system, and was it complicated to navigate the red tape?

I would say it took a good two years to really establish ourselves as a premier internship site in the legal field in Charlotte. I looked at other programs across the country for a foundation and then built upon that. We did not have to receive any special permission from the Administrative Office of Courts, as each jurisdiction has some discretion when it comes to the establishment of programs like this.

Were there challenges from within the courthouse did you face from a staff perspective to develop the internship program? Were employees excited about having interns, or did you receive pushback?

There were few challenges but the major challenge was trying to get all our divisions on the same page when it came to recruitment. Before the program, each division recruited their own interns and this usually occurred when students contacted their office directly or they were referred by the friend of a friend. **Having one person be the point of contact for all interns was a new concept, but one that made sense to me as I felt it made our program more cohesive and user friendly for the students.** Employees are generally excited about having interns and only receive them if they ask for them. **I try to select the right combination of education, experience, maturity, and personality for each of our opportunities to ensure the student has a successful experience and our staff is satisfied with the intern's performance.** I try to educate our staff that having an intern requires a great deal of commitment on their part. **If our staff is not willing to invest some time in training the intern, answering a great deal of questions, coping with mistakes that are bound to be made, and providing the intern with substantial work, they should not ask for one.**





### How do you advertise your internship program to college students? Do you have challenges recruiting students for your internships?

In the beginning, I would attend career fairs at local colleges and universities. As time went on, I was able to establish solid relationships with intern coordinators and professors at each school, so now they call me when they have students who are looking for internships or have the students contact me directly. Word of mouth is also a great advertising tool as our interns tell their friends and professors about the great experience they had with our office. We also have several judges and other court personnel who teach part time who advertise our internships. I have information posted on our website, of course. It has taken some time, but now I generally have more students than I have internship opportunities each semester, which allows me to select the best students.

### What challenges has the courthouse faced with the internship program as a government entity? How did/do you overcome these challenges?

The greatest challenge that I have experienced with our internship program thus far has been the fact that there are no funds to pay interns while they are here. Some of our interns work many hours on numerous days in the week while they are here and do it all merely for the experience. I would love to be able to offer them a stipend or fellowship of some sort. I have explored several options, but nothing has panned out yet, but I plan to keep trying. I can offer them free parking while they perform their internship, which is a great help.

### What successes have you achieved with the internship program?

I am proud to say there are many! **In several instances, we have hired interns in our organization as they performed at a high level as an intern.** Others have been hired by partner agencies upon completion of their internship with our office. I feel we offer students a wonderful learning experience that will be invaluable

to them as they pursue a legal career. We often have interns who complete their internship for school and want to continue to stay on as a volunteer to help us out until they find employment. I think this speaks volumes of the experience we offer our interns. In some cases, we are able to provide services to the public that would otherwise not exist were it not for our interns.

### Given your experience with interns, what advice would you give college students who want to pursue an internship during college?

Treat this as a job! Dress professionally for your interview and during your internship. If you are sick and you are unable to make it to work, call and let your supervisor know. Ask questions. We want our interns to be successful, and asking questions is a part of the experience. Be committed. If you agree to complete a certain number of hours on certain days of the week, make sure you can fulfill that commitment. We depend on our interns to perform vital tasks and distribute the workload accordingly, so we expect our interns to fulfill their agreement. If you are pursuing a career in the legal field in Charlotte, your reputation as an intern with our office or any other court related office can help or hurt you depending on your performance and/or behavior as word tends to get around.

### What advice would you give other non-profits or government agencies who want to begin an internship program?

**Interns can be a valuable part of your organization and contribute to your mission and operation, but you must be prepared to invest some time in the interns in order to get the most out of them as well as provide them with a positive learning experience.** Conduct interviews and recruit only the best, not only in terms of educational background and work experience, but that of character as well. **You must provide interns with substantial and meaningful work in order to gain their investment in your organization.**

## An Intern Success Story for Small Business

By Jill Lutz, *Associate Editor and Coordinator of Cooperative Education/WBL*, Central Piedmont Community College

In the summer of 1998, Jim Weber *accidentally* began an internship program. As the owner of Weber Advertising in Lancaster, Pennsylvania, he was contacted by a Clemson University marketing student who was home on summer break. After meeting the student and understanding what she wanted to accomplish by doing an internship with his company, Jim realized that both parties could benefit from the arrangement.

In business for only two years at that point, Weber discovered that eager college students in majors such as marketing, graphic design, and communications desired to gain experience in order to further develop skills learned in the classroom. All Jim had to do was provide direction. The students had to provide what Jim calls the “three A’s,” attitude, ambition, and ability. Weber Advertising has regularly utilized interns ever since.

Weber looks for students who can get things done. Often, **he gives the interns projects that the clients do not necessarily want to pay for, and the response from clients has been positive.** Recently an intern completed a marketing research project that entailed surveying a client’s customer base to determine their favorite radio station. The intern, with guidance from Jim and other employees, implemented the project from start to finish and delivered the results to the client who was very impressed with the outcome. The intern provided customer service to an important client and in turn, the client will keep coming back to Weber Advertising. **Weber noted that even the recent economic downturn did not affect his use of interns, because they can provide excellent service and aid in client retention.**

The benefits of having interns far outweigh the drawbacks, according to Weber. During the internship,

students are “getting their hands dirty” for the first time, and often learn important lessons about planning work so that deadlines are met. Once an intern is up and running, Weber can sometimes bill the client for certain work done by an intern. The clients, Weber, and the intern all win in the scenario; interns develop a sense of pride regarding their work, especially when they receive positive feedback from the clients. Paying interns a monthly stipend of \$650 per month also helps. **Weber cautions that “not every intern is a star,” but also admits, “Neither is every employee.”**

What started as a one-man operation in 1996 has grown to a thriving 23-employee small business, and some of those employees were former interns. Weber believes that by having interns, you can test-drive potential employees. A former co-op student that worked with Weber has now been an employee for the past 10 years, and Weber’s most recent hire was a former intern.

Small businesses should consider interns or co-op students for many reasons, but should plan appropriately for employing interns. Weber feels that businesses who take on interns often make the mistake of treating them as though they were full-time employees. A well-developed internship program allows interns to bring a fresh perspective to the business and a level of energy and excitement for the industry that is contagious to seasoned employees.



# KNOWING THE DIFFERENCE BETWEEN THEORY X AND THEORY Y TRUMPS KNOWING THE DIFFERENCE BETWEEN GEN X AND GEN Y

By Mark Crowley, *Director of Internal Communications*  
The Sherwin-Williams Company

**DON'T HIRE DEADBEATS!** Was my first response when asked for my thoughts on hiring and managing Gen Y and Gen X students...

The truth of the matter is that when it comes to having a successful co-op or internship experience (for all parties involved — employer, student and school) the burden is more on the hiring manager than it is the student.

While there are generational tendencies among today's college workforce, what I have found is some old principles hold true.

- 1 Find the right motivated talent.
- 2 Give them meaningful work.
- 3 Get them onboard quickly.

**It will pay dividends every time.** And it begins with your expectations of your employee.

While it may seem like ancient business history, when it comes to managing students, some managers regress to the early part of this century when Theory X — that employees are unmotivated and not be trusted — was prevalent. Recently a manager of student workers said to me when I was hiring a high school work study student — I'm paraphrasing here — “you have to watch them like a hawk, they are students after all...”

I was shocked at how out-of-touch he was. What's interesting is that this line of thinking is usually a self-fulfilling prophesy. So in his own way, he was right!

## Find the right, motivated talent.

Sure there are students whom I have chosen not to consider for employment. There are also working professionals whom I have chosen not to consider for employment. Not everybody who applies or who you choose to interview is appropriate for the job. You need to first understand what the business needs of the position are and gear interview questions to that end.

I like the full-time co-op model because no matter what comes up, I have a resource to help out. That means that the co-op student needs to be prepared for anything so I make it a point to ask interview questions that give them the opportunity to illustrate their intellect, flexibility and competitive spirit. By understanding the key aspects of the job and asking interview questions designed to uncover the candidate's ability, you are able to identify which candidates should be considered further.

I should also point out that while I prefer students with experience, **asking the right questions can help identify a candidate who has no 'professional' experience. Half the students I have hired in the last three years have had no experience. And they were all great employees.** Questions as simple as “Why did you pick your college/university?” and “What do you expect from the co-op program?” will uncover personality, ambition and thought process.

## Give them meaningful work.

It probably comes as no surprise the aforementioned manager has his students do a lot of filing and organizing of supplies. Would you want that kind of job? Would this motivate you? If given these kinds of tasks, of course the students won't be motivated! **Students seeking professional work for their co-op or internship are looking to get some real experience. Give them some.**

I am a product of cooperative education (Northeastern University, CBA 1981) and have long sought to establish a co-op position. For a variety of organizational reasons I was not able to, but the few times conditions seemed right (we weren't acquiring, re-organizing, etc.) I didn't proceed because I couldn't define a consistent job that would be meaningful for the students. For the last three years, conditions have been right for making a position possible.

A small example — Our company museum serves as the reception area at our global headquarters. The coordinator needs to go to lunch, leaves at 4:00 and occasionally does research in our archives. An earnest co-op student can fill the bill quite well during these times. The student greets visitors, fields call, schedules



rooms, and interacts with everyone from the mail room employee to the Chairman of the Board. The work is constant and never boring. The student is the face of the company for the hour or two they are there.

Other work includes posting content on our intranet, sending e-mails out to our employees and managing our editorial calendar. The work is interesting – methinks – but more importantly it serves as a vehicle for me to explain to the student how we conduct business, why we choose to communicate what we do and some of the organizational and culture influences.

Beyond that there are a wide range of projects where the students help out in many capacities. Tracking down details for a story in our company magazine, coordinating photo sessions and managing pages of our CSR report have all proven to be of great benefit to me and the students. The hardest question I get from interviewees: “What’s a typical day like?” My honest answer is, “It depends.”

### Get them onboard quickly.

There are usually some technical skills or certain procedures that students need to know in order to be effective. Make sure they learn those as quickly as possible. The sooner they know what they’re doing the sooner they can be on their own feeling more fulfilled – and taking less of your time.

Knowing the nuances of the reception area is critical to a good experience for any one visiting our building. The visibility is very high and the last thing I need is feedback that the students don’t seem to know what they’re doing. They shadow the coordinator for two or three days and I join them for their first few solo shifts. (There are two days of the week where the co-op student is the only planned relief. If they can’t handle it – I have to. Did I mention we are a very small department?)

**The other things you should immediately cover with the students:** Where do I eat? Where are the bathrooms? Who are the other people on the floor who I may or may not work with? It’s classic training for any new employee, but may be easily

**overlooked for some one who is not joining as a full-time employee. The more welcome they feel, the more productive they can be.**

When I was asked to write something about Gen Y and Gen X, I honestly didn’t feel qualified. Because I don’t pay attention to the white papers on the topic, I just hire employees who fill the bill. With important preparation from the employer, you can hire some great talent. And I have been pleased with the results.

## WHAT DO THEY LEARN?

*With the right perspective you can find plenty of development opportunities for students.*

- + Life in an office, or plant or store – from the trivial to the strategic
- + Daily routines of working professionals
- + Time management – How do you know what to do next?
- + Business strategy – Find opportunities to explain your business
- + Organizational behaviors – (great way to not say politics)
- + Managing a team – the good and the bad



National Academy for Work-Integrated Learning



## REACH YOUR PEAK

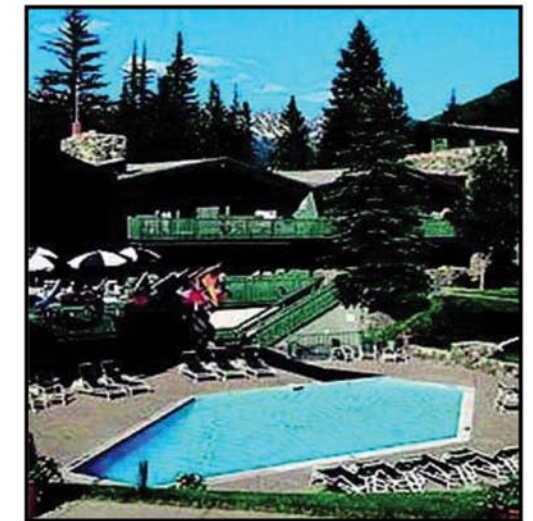
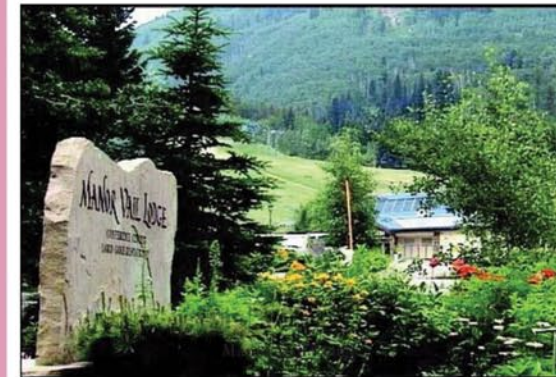
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**Questions?** Call us at 513-793-CEIA(2342) or email [info@ceiainc.org](mailto:info@ceiainc.org)



# Nominate a Student for the CEIA Student of the Year Award

By Beth Shapiro Settje, Assistant Director, Internship Resources & Development  
Career Services, University of Connecticut

Hiring an intern or co-op student can be good business — for both the employer and the student. When there is a match of talent and work culture, the employer is able to assign projects that utilize the student's strengths. The student participates in an experience that helps his or her overall learning. CEIA recognizes that some in situations, the intern or co-op student demonstrates excellence in his/her work, far exceeding expectations. For this reason, the association created two awards to recognize exceptional student achievement.

The Intern and Co-op Student of the Year Awards are presented annually at CEIA's national conference each April. Employers and colleges work together to identify and nominate worthy students in the fall semester prior to the conference. There are considerable benefits for all parties involved. The educational institution has the chance to review the student's involvements at his/her worksite and see that learning outcomes were met. The student is recognized for significantly contributing to the worksite. In addition, the employer can validate having students in the internship or co-op role. Lastly, the employer may acquire extra publicity on and off the student's campus.

**CEIA's 2012 Intern of the Year winner, Jonathan Dudzinski, an accounting and finance student at the University of Wisconsin Oshkosh, participated in an internship at Tocqueville Asset Management L.P.** His employer, Gordon Forsyth, equity analyst, spoke of Jonathan's integrity and willingness to get the job done. Career Services at the University of Wisconsin Oshkosh forwarded Jonathan's nomination package for consideration at the national level. **Forsyth remarked, "Nominating Jonathan was an easy decision due to his exemplary work at our firm. He deserved it. Winning the award was a testament to Jonathan's accomplishments and gave exposure to his university and our firm in the process."**



**SAVE THE DATE**

**CEIA 2013 Conference :: April 14-16, 2013**

**Celebrate CEIA's 50th Anniversary!**

**Doubletree Orlando Universal Hotel**

**\$109/night (+3 days before and after)**

**More information available at [www.ceiainc.org/events](http://www.ceiainc.org/events)**

photos courtesy of DoubleTree Hilton Universal Orlando

On my campus, we just instituted our own Intern of the Year. After selecting our winner, we sent a press release to the local newspapers; one picked up the story, which led to more campus and company recognition. Though our student was not selected for the national award, he and the company where he interned were featured three times in different publications. At the national level, the winners participate in a student panel at the annual conference's business meeting where hundreds of representatives from colleges and universities across the country are in attendance. This presentation is a great way to have your organization highlighted.

**To consider a student for the Intern or Co-op 2013 Student of the Year, you may nominate the intern or co-op participant who worked at your facility in fall 2011, spring 2012, or summer 2012.** A student must earn academic credit to be eligible for the internship award; the co-op award does not have that same policy. Some of the other areas of consideration refer to leadership, service, academic excellence, and contribution to the organization.

**Full criteria for consideration and current award winners are listed on the CEIA website: [www.ceiainc.org](http://www.ceiainc.org).**



# Are We Ready?

By Randy Poole, *Manager of Career Services, Prince George's Community College & CEIA President*

As the economy slowly digs its way out of the worst recession in our lifetimes, are we ready to prepare and provide the human resources needed by the public and private sectors? Some companies, such as General Motors, are reporting record profits and many have begun hiring in anticipation of an economic recovery.

**With baby boomers retiring and the need for employees beginning to increase, what role should work-based learning programs, such as cooperative education and internships, have in helping organizations meet their growing needs?**

Over the past several years, we've become accustomed to cutbacks, downsizing, doing more with less, and reducing our services to students and employers. Contingency planning often seems to focus on the negative. As businesses have "rightsized", so have many cooperative education and internship programs. Some post-secondary institutions have slashed work-based learning departments or have merged them into career centers. Professional development has been curtailed as many colleges and universities have reduced funding available for their staff who still have jobs. In some cases, entire states have prohibited out-of-state travel.

Professional organizations, including CEIA, have seen memberships decline along with attendance at

national, regional, and state conferences. Some state and regional organizations no longer exist or have reinvented themselves into something else with a different focus. Sponsorship has waned as companies have struggled to stay afloat. Much of this may be attributed to the economic slump in which we've been mired during the current recession.

Other challenges faced by the profession include the Department of Labor guidelines on internships, the continuing debate on paid vs. non-paid experiences, changes to federal programs from Cooperative Education to SCEP/STEP to Pathways, and the never ending attempts to develop a complete, comprehensive definition of cooperative education and internships which would be applicable to all such programs. And, of course, we have the Gen X, Gen Y, and Gen Z all becoming part of the same mix of students.

With the above conditions in mind, where do we go from here? Perhaps it is time to reassess the situation and prepare for what will be a stronger economy coupled with a greater demand for a trained workforce. As companies' employment needs increase, are we poised to assist them? Are we developing stronger partnerships with employers to provide our students with relevant and appropriate on-the-job training, while meeting their needs?

As the Cooperative Education and Internship Association begins its 50th year, **we may wish to think both "out-of-the box" and "in-the-box" in developing strategic goals and short-term objectives needed to fulfill our role in a growing, but different economy.** New initiatives, such as webinars, social media, and *Experience Magazine* are proving very useful and popular to our members. Older, "tried and true" methods, including conferences, *The Journal of Cooperative Education and Internships*, and the National Association of Work-integrated Learning (NAWIL) training sessions are very valuable to many in the organization.

The Vision of CEIA includes partnerships with four primary constituency groups:

- Students
- Educational Institutions
- Employing Organizations
- Governmental Agencies

We are committed to developing and maintaining these partnerships, while providing quality products and services, and supporting training and professional development needs. The future looks much brighter than

we've seen during the past few years. **Let's all work together as employers, educators, and students during this coming 50th anniversary year to strengthen these alliances in preparing a better educated, more highly trained workforce through work-integrated learning.**

Sincerely,

H. Randall Poole, Ph.D.  
*CEIA President*



**Randy Poole** is Manager of Career Services, Prince George's Community College & CEIA President



## Why Internships and Co-ops?

Content provided by CEIA Website – [www.ceiainc.org](http://www.ceiainc.org)

The economic recession may or may not be over. The recovery may or may not look the same as it did prior to the recession. But there are key certainties:

- We are in a tight labor market
- We are competing for the best talent available
- We need a flexible workforce.

With a lean workforce, mistakes in hiring are damaging and very costly. The national industry estimates the cost of a “wrong fit” hiring can be up to 5 times the salary of that hire. This does not count the loss of productivity and the price of disengagement caused by voluntary or involuntary separations. So what can you as an employer, either a small local business or a large multinational organization, do to mitigate these risks? CEIA can help you to build a network that leads to the best and brightest students for your workforce. As you bring in talented students for an internship or a multiple term cooperative education experience, you can “try before you buy.” Does this person match the values of your organization? Are they “right fit talent” that you want on a permanent basis?

Here are some key trends that are evident in our workforce today:

### More reliance on a Contingent Workforce

Having full time employees is very expensive, but to bring in cooperative education students that work at increasing levels of responsibility makes more sense now than ever before.

### Increased Focus on Hiring Quality

Before you hire a full time employee, watch and evaluate their work for up to a year before you make the offer.

### Lean Principles Applied to Recruiting

Build the relationship with specific colleges and universities to eliminate wasted time and wrong types of interviewees, eliminating redundancies and shortening cycle time. To do these things, you need a tight partnership with the college or university. This involves setting expectations, defining objectives and determining how to interact with an educational institution. Is the career center centralized or in each college within the university? Do they know what you are looking for? Do you sit on their Industry Advisory Board to help develop the curriculum that you need for your hires?

**The good news is that CEIA is an organization that can enable you to build relationships. Find needed information on the CEIA website, attend the annual conferences, network with others for best practices and ultimately build your workforce.**



**DID YOU KNOW?**  
Your membership in CEIA provides an opportunity for you to...

- 01** Network with more than 700 national and international members through our interactive website [www.ceiainc.org](http://www.ceiainc.org) members' forum and membership directory.
- 02** Get involved in one of our committees, our Employers Program Network, or on the board of this member-driven organization.
- 03** Access expertise for research in work-integrated learning.
- 04** Benchmark best practices by attending our regional and national conferences.
- 05** Access member's only resources available for download from our website.

Visit the CEIA Website – [www.ceiainc.org](http://www.ceiainc.org)





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