

Developing an Internship Program

FOR YOUR CHAPTER 13 OFFICE



NACTT 
NATIONAL ASSOCIATION OF CHAPTER 13 TRUSTEES

THE TOM VAUGHN MEMORIAL INTERNSHIP PROGRAM



A MESSAGE FROM THE INCLUSION & ACCEPTANCE COMMITTEE

The Inclusion & Acceptance Committee of the NACTT thanks you for your interest and dedication to providing student internships. We appreciate your commitment to public service and commitment to providing learning opportunities to students in your local area.

Together we all can make a difference!

THANK YOU!!

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Tom Vaughn

In the summer of 2020, when Chapter 13 Trustees across the country started discussing the formation of a new NACTT Committee on Inclusion and Acceptance, Tom Vaughn was a key part of those discussions. As an accomplished professional and as a Black man, Tom well understood racism and its destructive effects. Tom also had great faith in the NACTT and in his fellow trustees to rise to the challenges of confronting racism, bias, and discrimination in all its forms. He knew that no problem could be addressed without frank and courageous dialogue. Tom's willingness to have those discussions, to share his experiences, and to encourage the NACTT to tackle these challenges, are among the main reasons that this committee exists today. In October 2020, Tom became one of the founding members of the NACTT Inclusion and Acceptance Committee. Sadly, before the first formal meeting of the Committee, Tom passed away on November 26, 2020.

During the Committee's first meeting in January 2021, each member described the personal journey that had led them to join the Committee, and a common theme was the inspiration provided by Tom Vaughn. Although Tom had passed away two months earlier, it became clear to the committee members that Tom, through his continuing influence and inspiration, was still present with us.

To honor Tom's courage, his vision, and his belief in the power of the NACTT and its members to undertake the mission of the Inclusion and Acceptance Committee, we are proud to name this internship program after him, so that each intern who becomes a part of this program will know Tom's story and be inspired by his example.

Inclusion and Acceptance Committee Mission Statement

Chapter 13 Standing Trustees and their staff serve the entire bankruptcy community. We assist debtors, creditors, attorneys and the Court in all of the aspects of financial restitution and rehabilitation. We remain committed to the highest standards of professional, moral and ethical conduct. Our members serve the entire United States and its territories.

Inclusion and respect for diversity are core values of all our Chapter 13 programs. We embrace diversity in race, religion, age, ethnicity, disability, sexual orientation, gender, national origin, political affiliation, marital and family status.

Chapter 13 Trustees are mindful that we need to promote inclusion, respect diversity and eliminate bias in our country. We have created this Inclusion Committee to help advance an open dialogue on these issues. Our mission is to foster inclusion, mutual trust and respect. We aim to assist our members in identifying and eliminating bias and discrimination. The Trustees who comprise this group recognize that we must strive to ensure equal and fair treatment to all participants in all components of Chapter 13 bankruptcy.

We are committed to educating and encouraging outreach. Racism, discrimination and bias are wrong. We respect different positions and views and work to promote understanding, knowledge and awareness.

We are committed to working towards a diverse, inclusive and representative culture in our national role as Chapter 13 Trustees, in our communities and in our own offices.

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THE TOM VAUGHN MEMORIAL INTERNSHIP PROGRAM

EXECUTIVE SUMMARY

This handbook is designed to assist Trustees and their Chapter 13 office with developing an internship program, in honor of Tom Vaughn. This best-practices binder can be used as your step-by-step process for designing your customized program for high school, college and graduate programs based on your individual organizational needs.

An internship is a period of practical training, carried out by a student within a company or organization. By participating in the NACCTT Internship program you will:

- Reinforce and develop general and specific employability skills and attitudes.
- Assist the student in obtaining the greatest benefit from the workplace experience by contributing to their development and growth.
- Project a positive corporate image and commitment to the community.
- Improve the quality and work ethic of our future workforce.
- Gain greater access to an expanded pool of qualified workers.
- Mentor youth in the workplace to realize personal satisfaction.
- Work with motivated students who can assist with job tasks.
- Benefit from the technological expertise of the current generation.

An internship program can provide many benefits to your Chapter 13 office. Several of these include:

- Completion of a specific work project
- An early start on training potential future employees
- Students bringing new technologies and ideas from the classroom into your office
- Providing diversity within your staff
- Providing outreach and development to students in your community

Within this handbook, you will find step-by-step instructions for beginning your internship program including: planning, implementation and evaluation. Each step is discussed in greater detail in the later sections.

Additionally, you will find several sections devoted to particular aspects of your internship program, including frequently asked questions, best practices, suggestions for leveraging college and university relationships, and consideration for legal issues. The Appendix includes various resources you can personalize for your office.

Internships are a “win-win” situation for Trustees and Students. We invite you to utilize this Internship Handbook to begin your Internship Program.

“WILL YOU?”



Importance of Internships

Mission

The mission of the NACTT Internship Program is to empower students to focus on career pathways that allow them to utilize and to apply their academic and technical skills to authentic workplace situations, thereby fostering meaningful business partnerships and developing the skills required to compete ethically in the ever-changing global economy. This program is built on a foundation to expose, develop and place talented, young adults in professional offices and prepare them for future permanent employment opportunities.

This handbook will also offer step-by-step instructions for developing your successful internship program. Chapter 13 Trustees have the unique opportunity for outreach and helping students develop a career path. Training diverse interns can help develop life skills and career awareness in the bankruptcy and creditors rights field of employment.

Research has shown that experiential learning promotes intellectual maturity, personal growth, career awareness, and civic and social responsibility. Chapter 13 Trustees can provide students with a means to develop the skills and knowledge necessary to make appropriate and informed career and educational decisions.

What is an internship?

An internship is a period of training, carried out by a student within a company or organization. Simply put, through internships or experiential education, students learn by doing.

Internship duration can be customized to your needs, though they typically will coincide with the school semester schedule. Students seek internship opportunities throughout the entire academic year as follows:

- Fall Semester - September through December
- Spring Semester - January through April
- Summer Break - May through August

Internships may last an entire year, or even longer, depending on your project needs and the intern's availability.

Can my organization offer internships?

Internship opportunities can be offered by any type of company or organization - from a large corporation, to a start-up firm, to a not-for-profit organization. Any environment can offer a student the opportunity to learn new skills, a new profession, team work, and lifelong lessons. Trusteeships are

uniquely organized allowing students to experience the many facets of each department that make up your office. Students can train, learn and float between departments within your Trusteeship.

Isn't it a lot of work to develop an internship program?

No, though it does require good planning. Proper planning will lead to the successful launch of your internship program, and an ongoing evaluation can help you improve your program once you have begun. This handbook can be a great resource – walking you through these critical steps in the planning and evaluation of your program.

Our office is too busy? We don't have time to babysit?

You will find this opportunity to be very rewarding to you, your office and most importantly the student intern. Students are looking for opportunities to learn and to gain exposure to an office setting. If you plan properly, you will find that many students are self-motivated and can efficiently handle many tasks, independently. Expose them to these settings and allow them to observe and provide feedback.

- Allow your interns to sit in on hearings at Court, or
- Observe first meeting of creditors.
- Introduce them to Judges, attorneys, and law clerks.

This will enhance their experience and help them gain confidence and recognition. Many students never gain this valuable experience and exposure. This will also elevate you, and your office among the members of the bankruptcy community.



How Trustees Benefit from Internship Programs

Trustees can leverage their knowledge, office and staff by providing opportunities to students.

- Developing an internship program gives you the opportunity to help in the professional development of students. Trustees can make a real difference in the lives of many young future professionals.
- Learning opportunities for interns include:
 - **Career exploration**
Students gain exposure to processes and practices that encompass both legal and administrative aspects of the Trusteeship and bankruptcy law.
 - **Skill development**
Interns gain experience working in an office, interacting with staff, using office equipment, performing tasks and working as part of an office team. Interns benefit by receiving supervision, coaching, mentoring and training.

Interns can complete project work and increase your organization's productivity.

- Interns are highly motivated to produce quality work. They want to make a meaningful contribution, and continue to develop their professional skills.

Streamline your recruitment process and fill your talent pipeline.

- By maintaining contact with interns after they return to school, you will simplify the process of recruiting them when they are ready to graduate.
- You have already been through a "trial run" with these candidates during their internships. You know the talents they possess and the quality of work they produce.

Internship programs are cost effective.

- The presence of interns provides an opportunity for mid-level staff to learn to manage since they are typically responsible for day-to-day direction of interns.
- This provides an opportunity for career and personal growth for these full-time staff that may not be possible otherwise.

Interns can bring the newest technology from the classroom into your office.

- Many high schools, colleges and universities teach cutting-edge technologies, from computer programming languages to innovations in engineering.
- Students can bring fresh ideas and energy into your office. They can help with your website, educational materials, social media and research projects.
- Students are highly skilled in research and can multitask many projects. You will be amazed how quickly they grasp concepts and the ability to work unsupervised.



Interns can be another source for the recruitment of diverse employees into your office.

- Interns from diverse backgrounds can bring new perspectives to your office.
- Recruitment of diverse interns can be one element of a long-term diversity recruitment strategy.
- Training diverse interns can help develop life skills and career awareness in the bankruptcy and creditors rights field of employment.

Who else benefits when my Trusteeship develops an internship program?

An internship program offers benefits to your Trusteeship, to the students and to your community. Students look for internship opportunities as a way to develop their skills and apply the knowledge they are learning in their coursework. Students also benefit from the "real world" experience they can gain, which gives them professional experiences to remain competitive when seeking employment after graduation. Many students benefit simply by gaining exposure to a professional office and learning basic office skills; such as handling phone calls, operating computers, copy machines, and learning organizational skills.



Your community also receives long-term benefits from internship opportunities provided to its students. Internship programs can have a positive impact in our communities by providing teaching and development of students and introducing them to alternative career paths.



INTERNSHIP
experience

**GROWING
& EMPOWERING
TOMORROW'S
LEADERS**

Customizing Internship Programs to Meet Your Trusteeship Needs

An internship program offers your Trusteeship the opportunity to begin training future employees while they are still in school. Here are some questions to consider when designing your unique internship program.

Many trusteeships have particular roles for which turnover is high, or new employee recruitment is fairly constant. An internship program can help your trusteeship fill this pipeline.

- Office support
- Clerks and law clerks
- Website, social media, and research
- Case administration, receipts, and audits

Are there skill areas required by your organization that are typically not learned in the classroom?

- Software or hardware skills
- Customer Service and administrative skills
- Auditing and report generation
- Research

A new hire who has participated in your internship program will have learned "on the job" how your trusteeship operates (e.g., unique Trustee policies and procedures) and will bring this experience with him/her. Similarly, an intern will learn how your Trusteeship operates, the different departments, job functions and, as a result, will have been trained (i.e., progressed up the learning curve) at a lower cost to your trusteeship.

Time frame

Your intern will likely be part of your team for the length of one semester approximately four months. Keep this timeframe in mind as you outline tasks and goals for the internship. It might be helpful to assign the intern to a project that will go from start to finish within the time of the internship.

Alternatively, consider whether there are particular tasks an intern could finish within a project with a much longer timeframe. You can help to provide your intern with a sense of accomplishment, if he/she is assigned tasks that will be completed by the end of the internship. Furthermore, your intern might hope to have a "finished product" for his/her portfolio.

Flexible Program Design

Internship programs offer great flexibility in design and implementation. Consider the following options for your internship program:

- Will our workload support one intern, or several?
- Can we utilize an intern full-time or part-time?
- Can we utilize an intern for the summer only, or also during the fall and spring semesters?

No two internship programs are exactly alike, so the challenge may be to consider how to design a program around the needs of your office.



Qualities of a Successful Internship Program

One critical element in developing a successful internship program is planning. These planning elements include identifying project work, lining up a supervisor, and evaluating opportunities for experiential learning. Ongoing evaluation of your internship program will allow you to improve it.

The Project

The primary goal of each student in seeking an internship is to gain "real world" experience in his/her future profession.

It is beneficial for each intern to be integrated into a department or project team, where he/she will not only learn from completion of his/her own assigned tasks, but will also develop a sense of the "big picture". Part of the learning experience should be an opportunity for the student to see how his/her own tasks fit into the timeline and outcome of the project as a whole. Structure projects or research for them so they can leverage this knowledge for college interviews or job applications. This will set them apart from every other applicant. While a chapter 13 office is not a traditional organization it does offer many unique opportunities in accounting, customer service, legal, and administrative.

Examples of projects are: research project on demographics, case filings, internal case statistics; assisting with an article; assisting with drafting letters to your local congressional members about important matters affecting individuals and chapter 13 statutory issues; assisting with providing information on your website, or informational packets.

Example of role specific duties are: a pre-law intern may be charged with researching cases, sitting in on 341 meetings, or bankruptcy court hearings. An accounting intern may learn and assist your accounting department with posting receipts, reviewing disbursements, assisting with processing of accounting reports and review.

Provide meaningful assignments.

Your intern is not looking to spend the summer making photocopies. Rather, your intern wants a chance to build upon what he/she has learned through coursework. Your intern wants to learn to apply what he/she has learned to a "real world" project. Certainly, this does not mean that interns should be exempt from occasionally stuffing envelopes with the rest of the team, but the focus of the internship experience should be devoted to meaningful project work. Allow your interns to sit in on hearings at Court, or first meeting of creditors. Expose them to these settings and allow them to observe and provide feedback. Introduce them to Judges, attorneys, law clerks. This will enhance their experience and get the opportunity to meet others in the bankruptcy community.

Integrate interns into a department or project team to refine teamwork and communication skills.

Others in the team can provide guidance to the intern, both on specific project tasks and on aspects of professional work ethic and culture, such as time management and meeting deadlines or managing interactions with a difficult customer. Team members can guide the intern in learning to overcome challenges and in learning from his/her mistakes. An intern can benefit greatly from the experience of others on the team.

The Supervisor

Interns should be assigned to a supervisor, like any other employee. The role of the supervisor is to assign day-to-day tasks, monitor progress, and to evaluate the intern's work products or outcome. The Trustee can be the supervisor or an office manager/director of operations.

Throughout the internship, the intern will look to his/her supervisor first with questions. The supervisor should be prepared to offer guidance on project tasks and responsibilities, including instructions on how tasks should be carried out.

During your intern's first day, his/her supervisor might fulfill some of the orientation roles.

Set goals for your intern's progress. You can help your intern set goals for completion of various tasks, including daily goals, weekly goals, and monthly goals. If the intern is working on a project with deadlines, setting goals can help ensure that these deadlines will be met. Guide your intern in breaking down larger tasks into action steps and setting goals for completion. Set milestones so that the intern knows he/she is working toward something, and has a sense of accomplishment when each milestone has been achieved.

Create a Communication Policy for the supervisor and intern. The role of the supervisor should involve a commitment of time to the intern's experience. Suggestions might include scheduling a lunch together on the intern's first day, so that the intern and supervisor can begin to get to know each other. Some supervisors may choose to offer an "open-door" to the intern, and encourage him/her to stop by anytime with questions. Other supervisors might prefer the structure of a regularly-scheduled weekly meeting, where the intern is encouraged to bring a list of any questions, he/she might have from the past week. Either way, it is important that every intern knows that someone is available to answer his/her questions.

A supervisor can be a valuable resource for the intern in many ways. During the internship, the supervisor might provide input and evaluation of the intern's work products. Additionally, the intern is beginning to build his/her professional network, so a supervisor might look for opportunities to include the intern in meetings or to introduce the intern to other company and industry contacts. Finally, after the internship has been completed, a supervisor might offer to be listed as a reference on the intern's resume. The supervisor should also be in a position to advise management of the suitability of a later employment offer to the intern following graduation.

POINTER: WITHIN THE SCOPE OF YOUR PROJECT, CONSIDER TASKS WHERE AN INTERN WILL BE CHALLENGED TO APPLY HIS/HER KNOWLEDGE OR IMPROVE HIS/HER SKILLS.

Experiential Learning

Consider how you can contribute to the student's experiential learning goals-how your internship can help the student to "learn by doing".

The student hopes to see how his/her coursework relates to your profession.

The student may want to "test drive" a potential future career field to find out whether or not it is a good "fit" for him/her. The student hopes to build upon his/her skills through practice, and also seeks to learn from more experienced individuals in the field.



POINTER: CONSIDER PROJECTS OR RESEARCH FOR INTERNS SO
THEY CAN LEVERAGE THIS KNOWLEDGE FOR COLLEGE
INTERVIEWS OR JOB APPLICATIONS.

Implementation of a Successful Internship Program

Now that you have considered some of the benefits of a successful internship program, consider the steps to follow for implementation. These are your "how-to's" in designing your internship program and getting it off the ground. Planning ahead is critical to successful implementation. The first steps include:

1. Identify a Supervisor/Internship Coordinator
2. Assessment of internal needs
3. Allocation of resources
4. Identification of a project team for each intern
5. Develop and post a description
6. Ongoing evaluation



1. Identify Internship Coordinator

The first step is to identify the person within your Trusteeship who will coordinate your internship program. In most cases it may be the Trustee or Office Manager.

The supervisor will be responsible for coordinating with schools to recruit interns. The recruitment process is further discussed on page 23. Further the supervisor will have a hand on role for guiding the intern throughout the internship. Starting with orientation within the office.

Orientation

You should plan to provide some level of orientation for your intern. If your Trusteeship will be hosting a new employee orientation session near the intern's start date, you might include the intern in this orientation, so that he/she can learn about your Trusteeship and culture. If no organization-wide orientation is occurring, the orientation responsibilities may belong to the supervisor or supervisor.

Offer your intern a tour of the facility, so that he/she will become familiar with the environment. Introduce your intern to your staff, and offer some explanation to the intern of various roles within the organization.

In some cases, this internship will be a student's first experience working in a professional setting. Your intern may seek guidance with various issues that you would not normally encounter with an experienced employee.

- Answering the office telephone and taking messages
- E-mail correspondence
- Appropriate level of personal telephone calls or internet use
- Etiquette at business meetings

You may consider developing an orientation packet for your interns, including the information outlined above, as well as important organizational policies of which interns should be aware. Any standard orientation process that you use for new employees would be used in conjunction with your intern orientation materials.

Your intern will also want to know about the day-to-day aspects of work in your organization.

- What are typical working hours?
- When should he/she take a lunch break?
- If available, where should he/she park?
- Where are the restrooms located?
- Where are various pieces of office equipment?
- What is the appropriate attire?
- When are staff meetings held?
- Where the location and use of office equipment (photocopier, fax machine).
- Introduce the intern to their workspace. Review on-boarding documents.



2. Access Internal Needs

The next step in designing your internship program is an assessment of internal projects or staff needs. The internship coordinator should work with staff to assess current projects and workload to determine appropriate situations where an intern might contribute. Each should consider:

- What ongoing tasks take place in my department or office?
- What is the workload of our department or office?
- What projects are currently on the "back burner?"

General office training can be beneficial to you and to the intern. Train them in general office duties, customer service, mail, operating a copy machine or postage machine, and processing letters. These skills can help with your day-to-day office needs. The intern learns general office skills and techniques that are not covered in a class-room.

One great use of an intern is to devote time to projects that might currently be on the "back burner" due to insufficient time or talents among existing full-time staff. As a Chapter 13 Trustee, this can be pertinent to moving along research and/or projects to finish. For example, do you have new materials you would like to develop, or existing brochures you would like to have updated? Would you like to redesign your website, but just don't have the time? Interns can be a great source of assistance, given proper supervision, within these labor-intensive tasks. Similarly, an intern might conduct research for an article or internal statistics for your Trusteeship.

An assessment of internal needs will uncover the "back burner" projects, as well as identify the ongoing projects and tasks where an intern can contribute to your trusteeship.

3. Allocate Resources

Long before your intern's first day with your organization, you should consider the allocation of resources. You may need to allocate financial resources, as well as resources of time and materials, in order to create an environment where your intern can succeed. Set up a work area for your interns, schedule initial training days and shadowing with members of your office.

4. Description

After you have assessed your internal needs, the next step is to develop an internship description. Many students likely do not have any idea what a Chapter 13 Trustee is or what function they play in the bankruptcy community. Chapter 13 Trustee offices actually provide many opportunities for students. Students can gain exposure to court hearings, legal issues, accounting, HR, customer service, technology, and many other opportunities.

Like any job description, the more detailed information you can provide potential candidates in the internship description, the easier you will make your task of selecting the right candidate. Elements of an internship description can include:

- Information about your organization and/or the project
- Description of intern's tasks and responsibilities
- Preferred majors/minors or coursework the intern should have completed
- Listing of skills required
- Start/End dates for the internship and typical daily working hours
- Compensation, if any
- Academic credit, usually certified by the college/university

A Sample description is provided in the Appendix (page 52).

5. Evaluation

Your new internship program may be viewed as a "work in progress," at least initially. You may try out different strategies to determine how an internship program can best suit the needs of your Trusteeship. By experimenting and learning from your own experiences, you can evaluate your internship program and improve upon it with each successive semester or year.

During the Internship – Evaluation at different levels of& time periods

As your internship program gains momentum, you may evaluate your program from time to time. Seek input from the intern's supervisor about the quality of the intern's work. Evaluate whether the intern possessed the necessary skills to carry out project work. Evaluate the quality of the intern's work, and how this additional manpower increased overall work productivity.

Likewise, you should periodically discuss your intern's progress with him or her directly. You may consider a midpoint and final evaluation. Sample Internship Evaluation Forms are included in the Appendix (page 36).

Effective Training

Effective training is a systematic method of assisting students in learning specific tasks by providing “hands-on” instruction and modeling of the desired behavior or task. Skill acquisition and prevention of loss and error can best be accomplished if the following pathway is followed.

- **Preparation** – Anticipate the tasks and skills required for successful completion of the job. Determine when the student can be trained and who will conduct the training.
- **Modeling** – Describe the task and demonstrate according to your standards. Then, check for understanding.
- **Practice** – Allow the student to demonstrate the task, correct errors, and ask the student to describe what he/ she is doing.
- **Performance** – Allow the student to work to perform the task without assistance, designate a plan if the student has questions, and provide feedback on performance.

Coordination with Schools for Credit

If your intern will be seeking academic credit from his/her high school college or university, there may be additional evaluation forms to be submitted. While the requirements for academic credit are different at each institution, it is typical that a professor will want to know at the beginning of the internship on what type of project the intern will be working, and it is typical that a final evaluation will be submitted.



Many high schools have an internship coordinator that you will be working with and providing evaluations and follow up. It is the student's responsibility to manage his/her university requirements, and a student's desire for academic credit does not typically involve increased work on the part of the Trustee or supervisor.



Interviewing and Evaluating Intern Candidates

Once you begin to receive applications, intern candidates will follow much the same process as other potential new hires. You will screen the applications to find those candidates who meet your criteria. In the Appendix, you will find Tips for Evaluating Student Resumes (page 31). You will schedule a telephone, Zoom or personal interviews with your top candidates. You will find sample Intern Interview Questions in the Appendix (page 32). You may want to draft an internship agreement, which will be signed by yourself and the intern, defining goals and expectations. A sample Internship Memorandum of Understanding is included in the Appendix. You should provide your office manual and on-boarding documents that you would normally provide to a new hire.

Leveraging Local High Schools, College and University Relationships

Your local high schools, colleges and universities can be a great resource in the development of your internship program. Depending on your needs, you may consider cultivating relationships with different types of contacts on campus to help you meet your internship program needs. These individuals are eager to build relationships with your organization!

Career Centers

Most high schools and colleges and universities offer career services to their students that have a professional focus on internships. These individuals can provide a wealth of experience, not only in the particulars of internship requirements for their own institution, but also localized best practices in your industry or community. The office of career services often hosts the institution's career and internship fairs each semester. Visit the college or university web-site for more information, or contact the office of career services to find out which of their upcoming events will best suit your needs.

Career Days

Many local high schools or universities have career days. Contact your local schools about participating by either speaking or setting up an informational table so students can explore an opportunity at a Chapter 13 office. A high school career day can help students prepare for their future careers and plan the track of education they will need to follow. Students will get a chance to learn about different careers while networking with local companies in that field.



Faculty

If you seek candidates with specialized knowledge or skills, you may cultivate relationships with local faculty who teach in these disciplines.

- Faculty can recommend students who would be potential intern candidates with your trusteeship. Professors are in an excellent position to provide background information to you about top candidates, since they will know the student's level of ability and quality of work in the classroom.
- If the college or university offers academic credit for internships, you may work with a particular professor to assist your intern in meeting the requirements for academic credit at his/her college or university.



Frequently Asked Questions

When do internships typically begin? How long do they last?

Internships typically follow the starting and ending dates of the student's academic semester. Internships can be full or part-time, and can take place during the fall (September to December) or spring (January to April) semesters, or summer break (May to August). Many students will try to schedule their classes on campus so that they leave blocks of time in their schedule for their internships. Some internships may last a year or longer, and could begin in fall, spring, or summer.

When do I need to start looking for an intern that I would like to start work in the fall semester?

There are no official deadlines for you to begin your intern candidate search, but the sooner you begin, the more likely you will be to receive applications from top candidates. Some typical intern recruitment timelines are:

- Fall Semester: July 1 - internship description posted August 15 - student application deadline September 1 - internship commences
- Spring Semester: October 1 - internship description posted November 15 – student application deadline January 1 - internship commences
- Summer Break: February 1 - internship description posted March 15 – student application deadline May 15 - internship commences

When looking at the timelines above, remember that you are developing an internship program to meet the needs of your organization, and it is never too late to find an intern!

How do I find interns?

Here are some suggestions for finding intern candidates:

- Contact your local high schools, colleges, universities and see if they have an internship program.
- Distribute your internship description to the offices of career services at colleges or universities from which you hope to recruit students. ([See Appendix](#)).
- Distribute your internship description to faculty within the departments from which you seek to recruit students.

Is this a paid internship?

That will be up to you and your local AUST. Certainly, at the high school level they can be unpaid internships and at the college level. You can create a hybrid position-intern/file clerk and you can provide for it in your budget and ask for permission from your AUST and set an hourly rate. It is recommended that you draft a letter outlining the job description, purpose, hourly rate and length of time.

Is my trusteeship responsible for providing insurance or benefits to the intern?

Typically, only full-time employees are eligible for benefits provided by an employer. Interns are short-term unpaid or paid employees, and are therefore ineligible. Usually, students will already have insurance coverage through their parents, or through their colleges or universities. If you have questions, seek advice from your attorney or the internship coordinator at the high school or college. If you are working with an internship program, it is likely that they will have any potential questions or issues covered via the program.

Do interns work 40-hour weeks? Do they work five days a week?

Internships are flexible, and students often plan their internship schedules around their class schedules. A part-time internship can involve anywhere between 10 and 29 hours per week. Often, students are able to schedule their classes so that they have blocks of time available for an internship. Once you have identified an intern candidate, discuss availability and develop a schedule that will work for both parties.

How does a student obtain academic credit for internship experience?

At an increasing rate, high schools, colleges and universities are requiring students to complete various experiential learning opportunities in order to graduate. Many students, therefore, seek academic credit for their internship experiences. While the requirements for every school and department are unique, some requirements are typical. For example, the student's academic advisor may want to approve the internship description and tasks that the student will complete. The academic advisor may want to speak with the intern's supervisor before the internship begins. The student may be required to submit a journal or written summary of his/her internship experience, or to explain project results in a final paper. The supervisor may be asked to complete and return a final evaluation form to the student's academic advisor.

What projects or departments in my office might offer suitable project work for an intern?

As many functions as can be found among your current employees can be potential internship opportunities. An intern might contribute to assisting in reviewing cases, providing research for articles or memorandum. An intern might assist with accounting, social media, and customer service. An intern may even develop your new company website. Students of every area of study are looking for professional experience through an internship.

Are the rules for terminating interns the same as full-time employees?

In most cases, the same laws apply. It is advised that you seek legal counsel for further information and specific requirements. If your intern came from a high school or college program you should discuss with the program coordinator before taking any action.



Evaluation of Your Internship Program

Once your first intern has begun, you can develop a process to evaluate your internship program. You may consider how the internship is meeting your trusteeship's needs, and how your internship program is meeting the needs of your interns. You may evaluate your selection process and internship descriptions.

As your internship program grows, you may offer opportunities more often and develop a timeline to find interns throughout the year.

You may seek input on how well your internship program is meeting the trusteeship's needs from various managers, staff attorneys and other staff members. Perhaps you will return to your first Internal Needs Assessment and determine if interns were assigned to appropriate projects or evaluate if new project needs exist.



How well is our internship program meeting the needs of our interns? You may develop an "exit survey" to gather input from your interns to evaluate their experience. What new skills did they learn? Did they receive consistent feedback about their work throughout the internship? Do they view your trusteeship favorably as a potential employer upon graduation?

Refer to the Appendix for a variety of evaluation tools your office can use to assess the intern as well as your trusteeship's implementation of the internship.

BEST. INTERNSHIP. EVER.



Legal Issues Impacting Internship Programs



While designing your Trusteeship's internship program, you may need to consider the impact of various legal issues. Contact your Trusteeship's attorney with any questions, or for further information on any of the below matters. You should treat the intern just like any other employee. You should provide them with your office employee manual, have them review and sign any required documents for your office on boarding.

Intellectual Property

In some cases, interns may work on projects where sensitive or personal information are of a concern for your Trusteeship. Typically, if new employees would be asked to sign a non-disclosure agreement, an intern may be asked to do so as well. Products worked on or developed during the internship would remain the intellectual property of the office upon termination of the internship.

Benefits and Insurance

Benefits are not typically offered to interns, since internships are short-term in nature. Most students will already have insurance coverage through their colleges or universities, or will be covered under their parents' policies.

Equal Opportunity Employment

Federal and state regulations regarding Equal Opportunity Employment apply to the employment of interns as well as full-time employees. See Appendix.

***** THE OFFICE OF CHAPTER 13 TRUSTEE IS AN EQUAL OPPORTUNITY EMPLOYER *****

Resource Allocation Checklist

This checklist is designed to aid you in planning the resources your intern will require. This may also be completed by the person who will supervise the intern.

Financial Resources

Will your intern be paid? If so, at what hourly rate? Seek approval from your AUST. The job can be a hybrid internship/file clerk.

If your intern will receive monetary compensation, have funds been allocated in your budget? Will your intern need a parking pass?

Material Resources

(Check all that apply)

- ☐ Computer
- ☐ Software package: _____
- ☐ Organizational e-mail account
- ☐ Telephone extension
- ☐ Voice mailbox
- ☐ Parking pass
- ☐ Office supplies: _____
- ☐ Workspace (cubicle/desk)

Intern Requirements

Your internship description should provide potential candidates with information to help them determine their qualification for the position, as well as understand the internship opportunity. Elements of an internship description can include:

- Information about your Chapter 13 office and/or the project
- Description of intern's tasks and responsibilities
- Preferred majors/minors or coursework the intern should have completed
- Listing of skills required
- Start/End dates for the internship and typical daily working hours
- Paid or unpaid
- Academic credit

Tips for Evaluating Student Resumes

The resumes of potential intern candidates will be similar to potential new hires. Student resumes will also typically include sections for Education, Work Experience, and Skills. However, since students are beginning their professional careers, they will often include other types of activities to demonstrate their skills. Students can develop skills which are applicable to the professional world through extracurricular organizations. For example, the president of a student organization will learn how to develop meeting agendas, moderate meeting discussions, and mediate conflicts. On-campus employment may also help students to develop valuable skills, whether or not the job description pertains directly to the type of internship sought. For example, working in a departmental office could provide the student with opportunities for professional writing, taking minutes of meetings, or preparing conference presentations. It is helpful to look at student resumes with these ideas in mind consider the skills a student has developed through extracurricular or community organizations.

If your internship program is with a local high school.

When evaluating potential candidates, remember these are high school students. Many may be involved in extracurricular academic, athletic, or musical/arts related activities. They may not have extensive resumes or work histories. They are also coming off the pandemic and could have been virtual students for 1-2 years. When evaluating potential high school candidates, look at the total package and how much they can gain from having this internship opportunity.

Does the student possess the skills required for the internship position?

You may wish to consider both the student's "hard skills" (such as knowledge of particular computer software) as well as "soft skills" (like communication). It's also important to give students a chance that may not have every perquisite. You will find that many students will surprise you and they will flourish with this opportunity.

In what extracurricular activities has the student participated?

Campus or community organizations provide additional opportunities for students to learn beyond the classroom. Did the student list skills they acquired through volunteer work or campus organizations? Have they participated in academic or athletic extracurricular activities? You may find while their grades may not be all A's they have a proven track record to handle academics and extracurricular activities.

Has the student listed honors and awards?

Top candidates will often list honors or awards they have received from their college, university, or community.

Sample Intern Interview Questions

The interview process for intern candidates will be similar to that of a potential new employee. You may arrange telephone or personal interviews. And, one or more individuals from your office may be involved with the interview process. One difference you will notice in evaluating intern candidates is that candidates will not have the same level of work experience listed on their resumes. Students may instead list relevant coursework or academic projects they have completed, as well as skills or experience gained through extracurricular or community activities. Asking about these types of experiences in the interview will allow the intern candidate to make the connection to the internship for which he/she is applying and demonstrate why he/she would be a top candidate choice.

Background

- Why are you interested in this internship?
- What do you plan on majoring in college?
- Tell me briefly about your distinct qualifications. Why did you choose your current major or why are interested in that type of work or employment?
- Are you familiar with (particular software- Excel, Microsoft word)?
- Tell me about any experience you have in (marketing, public relations, graphic design, etc.). In what extracurricular or community activities are you involved?

Intern Goals

- What experience do you hope to gain in an internship?
- Why are you interested in an internship with our trusteeship?
- Do you hope to obtain academic credit for your internship? If so, what are the unique requirements for your institution or department?
- Do you have any familiarity of what Bankruptcy is?

Logistics

- When are you available to start an internship, and for how long? How many hours per week are you available for an internship? What days of the week are you available for an internship?
- Do you have any questions for me today?

Appendix

Internship Memorandum of Understanding

The following is designed to assist in providing a high-quality internship experience for both the intern and your Chapter 13 office. This form should be completed together by the intern and the immediate supervisor or supervisor. Both parties should provide input into the completion of the form and agree to the terms outlined. Both parties should also receive a copy of the completed form, and the student may choose to submit an additional copy to his/her high school, college or university, as appropriate.

Please note: this is not a legal contract.

Student Information

Name: _____

Address: _____

Phone: _____ Cell: _____

Email: _____

College/University: _____

College/University contact: _____

Internship Information

Company Name: _____

Company Address: _____

Immediate Supervisor: _____

Supervisor Phone: _____

Supervisor Email: _____

Internship Description

Student Internship will begin on _____ and end on _____

Intern Title: _____

Description of duties (may attach other documents): _____

Qualifications required: (may attach other documents): _____

Expectations for the following areas:

Wages/Compensation: _____

Travel: _____

Hours: _____

Overtime: _____

Dress code: _____

Housing needed: _____

Other: _____

Setting Goals

The intern and supervisor should discuss the following topics. This will help the intern and supervisor agree to and define expectations, actions and roles during the internship. Additional pages may be added if needed.

1. How will performance be evaluated?
2. What do you hope to experience or learn during this internship?
3. What type of projects will the intern be assigned to gain the experience outlined in the aforementioned goals?
4. What is expected from the college or university to ensure the intern receives credit?

OTHER GOALS:

We have discussed the topics listed above, and understand our roles, expectations and requirements during the term of this internship.

Intern's signature:

Date: _____

Supervisor's signature:

Date: _____

Internship Evaluation Forms

As the internship progresses, you may consider an Interim Assessment to assess the intern's progress. You may also consider Final Assessments of the student's work and give the student an opportunity to evaluate your organization. Please note: these are tools for your use, not legal evaluation forms.

Interim Assessment

Name: _____ Phone: _____

Please check appropriate box: ☐ Intern ☐ Employer

If you are an intern, what satisfaction rating do you anticipate receiving?

☐ Very Good ☐ Good ☐ Average ☐ Below Average

If you are an intern, would you recommend this internship to one of your friends?

☐ Yes ☐ No ☐ Undecided

Suggestions for improvement: _____

If you are an intern, have you had a discussion with your employer about your performance?

☐ Yes ☐ No

If you are an employer, what satisfaction rating do you anticipate the intern to have?

☐ Very Good ☐ Good ☐ Average ☐ Below Average

If you are an employer, have you had a discussion with your intern about his/her performance?

☐ Yes ☐ No

If you are an employer, would you recommend this intern for hiring? *(This does not obligate you to hire, this is only a general question.)*

☐ Yes ☐ No ☐ Undecided

Suggestions for improvement: _____

Comments: _____

Signature: _____ Date: _____

Final Assessment of Student Performance

Name of Intern: _____

Date: _____

Name of Supervisor: _____

Please provide your candid evaluation of this student's performance or skill level in each of the following areas. This evaluation is not confidential and we encourage you to share it with the student. The student may also wish to use this evaluation form as a reference for future employment. Feel free to use the back of this sheet, additional pages, or even write a letter of support for the student for the student's use in seeking future employment.

A. Skill Assessment

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas.

1 = Lacks this skill

2 = Limited/minimal skill level

3 = Adequate/average skill level

4 = Above average skill level

5 = Exceptional skill level

N/A Not Applicable

1. Communication Skills

_____ A. Demonstrates oral communication skills required for the job

_____ B. Writes clearly and concisely

_____ C. Is willing to speak up, communicate information, and ask questions

_____ D. Listens to feedback and works to improve

2. Problem-Solving/Decision-Making Skills

_____ A. Analyzes situations and takes appropriate action

_____ B. Offers creative solutions to problems

_____ C. Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe

_____ D. Resolves problems in an appropriate timeframe

3. Teamwork

_____ A. Establishes rapport and credibility among team members

_____ B. Shares information and resources with others

_____ C. Assists and cooperates with co-workers

_____ D. Demonstrates willingness to put forth extra time and effort

_____ E. Assumes appropriate leadership role(s)

4. Self-Management

- ☐ A. Produces high-quality, accurate work
- ☐ B. Seeks new strategies when current approach is not effective
- ☐ C. Displays good judgment and establishes priorities
- ☐ D. Uses time efficiently
- ☐ E. Demonstrates ethical behavior
- ☐ F. Arrives on time and maintains agreed hours

5. Initiative

- ☐ A. Seeks opportunities to learn
- ☐ B. Takes initiative to get a job done, even if not specifically told to do so
- ☐ C. Acts decisively on critical issues
- ☐ D. Overcomes obstacles and problems
- ☐ E. Sets and communicates goals; follows-up with results

6. Technical Skills

- ☐ A. Possesses the technical skills required for this position
- ☐ B. Is willing to learn new skills and enhance existing technical skills
- ☐ C. Uses appropriate technology for tasks
- ☐ D. Uses technology to perform effectively

B. Comments

1. Please discuss whether this student successfully completed the learning objectives you discussed and whether your expectations were met or exceeded.

2. What would you recommend for this student to do following his/her internship to make him/her better prepared for the workplace (i.e., courses, activities, skills acquisition, programs)? Please be as specific as possible.

3. How would you rate the level of involvement you had with the college/university with this internship experience?

☐ very involved ☐ somewhat involved ☐ not at all involved

4. Please indicate areas or topics to be discussed that would make the student more academically prepared for this internship experience.

5. Please assess the job responsibilities you assigned to your intern:

☐ difficult to achieve ☐ challenging, but attainable ☐ not challenging

Overall Evaluation

1. Given your expectations for this internship, this student's overall performance (in comparison with all other students performing similar duties) was in:
☐ top 5% ☐ top 25% ☐ top 50% ☐ lower 50% of all students
2. How would you assess the overall value this intern provided for your trusteeship?
☐ very valuable ☐ somewhat valuable ☐ very limited value/no value
3. How would you assess the intern's overall performance?
☐ outstanding ☐ above average ☐ satisfactory ☐ below average ☐ unsatisfactory

Comments

Final Internship Assessment by Student

Name of Intern: _____

Date: _____

Name of Supervisor: _____

Please complete this evaluation upon completion of your internship program. This form is designed to help you reflect upon your internship experiences, and also to provide feedback. Feel free to use the back of this sheet or additional pages for any additional comments. The employer may use the comments provided as a testimonial for this trusteeship and its future internship programs.

Assess Your Skills

What areas did you feel your skills improved as a result of this internship experience?

- _____ A. Written Communication
- _____ B. Oral Communication
- _____ C. Problem-Solving
- _____ D. Decision-Making
- _____ E. Interpersonal/Teamwork
- _____ F. Self-Management
- _____ G. Initiative

- _____ H. Leadership
- _____ I. Word-processing and/or data-entry
- _____ J. Spreadsheet and/or database
- _____ K. Internet/E-mail
- _____ L. General Knowledge of Business
- _____ M. Specific Job/Industry Knowledge
- _____ N. Other Office Skills (filing, photocopying, etc.)
- _____ O. Other: _____

Evaluate Your Performance

On a scale of 1 to 5, please evaluate your performance in each of the following areas.

1 = Lacks this skill

2 = Limited/minimal skill level

3 = Adequate/average skill level

4 = Above average skill level

5 = Exceptional skill level

N/A Not Applicable

Communication Skills

_____ A. Demonstrate oral communication skills required for the job

_____ B. Write clearly and concisely

_____ C. Willing to speak up, communicate information, and ask questions

_____ D. Listen to feedback and work to improve

Problem-Solving/Decision-Making Skills

_____ A. Analyze situations and take appropriate action

_____ B. Offer creative solutions to problems

_____ C. Collect and analyze information relevant to completing a task and establish a course of action within the given timeframe

_____ D. Resolve problems in an appropriate timeframe

Teamwork

_____ A. Establish rapport and credibility among team members

_____ B. Share information and resources with others

_____ C. Assist and cooperate with co-workers

_____ D. Demonstrate willingness to put forth extra time and effort

_____ E. Assume appropriate leadership role(s)

Self-Management

_____ A. Produce high-quality, accurate work

_____ B. Seek new strategies when current approach is not effective

_____ C. Display good judgment and establish priorities

_____ D. Use time efficiently

_____ E. Demonstrate ethical behavior

_____ F. Arrive on time and maintain agreed hours

Initiative

_____ A. Seek opportunities to learn

_____ B. Take initiative to get a job done, even if not specifically told to do so

_____ C. Act decisively on critical issues

_____ D. Overcome obstacles and problems

_____ E. Set and communicate goals; follow-up with results

Technical Skills

- _____ A. Possess the technical skills required for this position
- _____ B. Willing to learn new skills and enhance existing technical skills
- _____ C. Use appropriate technology for tasks
- _____ D. Use technology to perform effectively

Comments

1. In terms of preparation for your learning experience, your prior academic coursework was:
☐ very useful ☐ of some use ☐ not very useful
2. In terms of preparation for your learning experience, your prior work experience was:
☐ very useful ☐ of some use ☐ not very useful
3. The job orientation provided to you by your employer was:
☐ very thorough ☐ sufficient ☐ inadequate
4. How did your learning objectives contribute to the educational benefits of your overall learning experience?
☐ large contribution ☐ some contribution ☐ little or no contribution
5. Please assess the job responsibilities your employer assigned to you:
☐ difficult to achieve ☐ challenging, but attainable ☐ not challenging
6. How would you assess the overall educational value of your internship experience?
☐ very valuable ☐ generally worthwhile ☐ of some value ☐ very limited value/no value
7. How would you assess your overall performance?
☐ outstanding ☐ above average ☐ satisfactory ☐ below average ☐ unsatisfactory

What suggestions do you have to improve the quality of this internship (please include any specific recommendations you have that might be useful to your employer or your supervisor.)

What has been the effect of this internship on your career goals?

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix

Orientation Site Checklist

Directions: Utilize the following checklist in conducting student orientation at your site.

Supervisor and student will discuss expectations and specific position requirements based on your Trusteeship Employee Manual including the following:

- Attendance and call-in policy
- Cell phone/or any digital device use
- Dress code
- Job position requirements – blood test, TB test, background check, drug test, etc.
- Work schedule
- Punctuality
- Hours of operation
- Rest breaks (must be provided in accordance with Employment of Minors Law)
- Lunch breaks
- Safety training (including but not limited to procedures, protocol, cleaning, etc.)
- Security procedures (confidentiality, non-disclosure agreements, emergency procedures, etc.)
- Tour of facilities
- Routine tasks to complete if special assignments are completed

Supervisor and student will discuss the *trusteeship culture* including the following:

- Type of bankruptcy
- Trusteeship documents
- Trusteeship services
- Bankruptcy community

Supervisor and student will discuss the *organizational chart of the trusteeship* including the following:

- Introduction to office staff
- Identification of departments/functions as required by job assignment

Work-Based Learning

Student Name: _____

Professional Use of Technology

As personal technology becomes more prevalent in the workplace, students need to be aware of the following guidelines for use of technology in the workplace.

Students will:

- Adhere to the rules and regulations set forth by the Trustee.
- Avoid cell phone use in the office.
- Do not discuss the trusteeship and co-workers on social networking sites.
- Never post inappropriate photos, links, videos, status updates, tweets, texts, captions, etc. anywhere.
- Refrain from sending personal emails at work (whether using a personal or professional email account).
- Refrain from using an inappropriate email address.
- Use a work-appropriate voicemail greeting.
- Refrain from using personal listening devices at work.
- Abide by all the Trustee's policies involving use and installation of software and applications.

I agree to adhere to the above technology policies.

Student/Intern

Date

Equal Opportunity Employment Statement

As part of your office employee manual, you should have an Equal Opportunity Employment Statement. This statement should be part of the materials provided to your intern. We have provided examples below. ***please note, it is based on Maryland law.

A. Equal Opportunity

The Chapter 13 Office maintains a policy of nondiscrimination with all employees and applicants for employment. All aspects of employment will be governed on the basis of merit, competence and qualifications and will not be influenced in any manner by race, color, religion, pregnancy, sex, age, disability, ancestry, national origin, veteran status, citizenship status, or any other basis prohibited by federal, state or local statute or the common law of the State of _____.

All decisions made with respect to recruiting, hiring and promotions for all job classifications will be based solely on individual qualifications related to the requirements of the position. Likewise, all other personnel matters such as compensation, benefits, transfers, reductions-in-force, recalls, employee training, employee education, and social/recreation programs will be administered free from any illegal discriminatory practices.

Any employee believing that he/she has suffered from discrimination in contravention of this policy, or who has witnessed such an act, should file a written notice with the Chapter 13 Office of the Chapter 13 Trustee, _____, or _____ – Director of Operations within seven (7) days of the event giving rise to such belief. The issue shall be investigated in as confidential a fashion as is practical. Where discrimination is found to have occurred, immediate action will be taken to remedy the discrimination.

B. Open Communications

Open communications are an important and effective component to the successful operation of the Office of the Chapter 13 Trustee. To this end, the Chapter 13 Office of the Chapter 13 Trustee has an “Open Communications” policy under which employees can approach _____ to express their opinion or convey a work-related problem they feel is being unresolved. Our employees are important to us and we want everyone to have an opportunity to be heard.

C. Anti-Harassment

The Chapter 13 Office is committed to maintaining a work environment that is free of harassment by anyone, including supervisor, co-worker, vendor, or the community served by the Chapter 13 Office. Each employee is entitled to work in a professional atmosphere where all relationships among persons in the workplace are business-like and free of bias, prejudice and harassment. Harassment consists of

unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, ancestry, religion, national origin, age, physical or mental disability, sexual orientation, veteran status, citizenship status, or another protected group status.

The Chapter 13 Office will not tolerate harassing conduct whether it affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. The Chapter 13 Office asserts that harassment does not include reprimanding an employee for job performance or other matters.

In keeping with this commitment, the Chapter 13 Office maintains a strict policy prohibiting harassment, including sexual harassment. It is important for all employees to understand that jokes, stories, cartoons, nicknames, comments, and other conduct may be unwelcome or offensive to others. Unlawful sexual harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when submission to the conduct is made a condition of employment, submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee, and/or the conduct creates an intimidating, hostile, or offensive work environment. Examples of sexual harassment may include: any unwelcome sexual attention, advances, and/or requests for sexual favors; sexually explicit or offensive language or comments about an employee, their body or clothing; offering promotions, favorable performance evaluations, favorable shifts, recommendations, etc. in exchange for sex, or denying the same if a request for sex is rejected; expressing sexual or romantic interest in another employee; and unwelcome jokes, comments or conversations regarding sexual activity.

Any of the listed, or comparable, behaviors are unacceptable in the workplace itself and in other work-related settings. Such conduct by employees, vendors or visitors of the Chapter 13 Office will not be tolerated. Furthermore, in order to prevent any potential conflict of interest, office politics, employee discomfort or claim of sexual harassment, employees are not permitted to engage in romantic or sexual relationships with co-workers. Should employees commence such a relationship, one of the employees should submit his/her resignation immediately. Should employees commence such a relationship without one of the parties submitting their resignation, then the Chapter 13 Office will terminate the employment of both parties upon notice of the relationship.

If an employee feels that he/she is the victim of harassment, or observe harassment of someone else, they should immediately tell the person displaying the offensive behavior to stop. The employee should IMMEDIATELY report the matter to the Trustee even if the matter was discussed directly with the individual involved. If/When an employee reports to _____, she will immediately elevate the report direct to the Trustee.

The Chapter 13 Office needs all employees' cooperation in immediately reporting conduct which may be any kind of discrimination or harassment. Any such report or complaint will be investigated promptly and, if found to have merit, immediate steps will be taken to end the harassment or offending conduct and, where appropriate, disciplinary action up to and including termination will be taken against the transgressor. The complaint and the complainant's identity will be revealed to other

employees strictly on a “need to know” basis, and under no circumstances will the complainant be subjected to retaliation for having registered the complaint for reporting the conduct.

When reporting unlawful discrimination or harassment, an employee should provide the following: the date(s), time(s) and location(s) of the incident(s) which took place; a description of the incident including what was said and/or done and whether any physical contact was made; and the name(s) of any witnesses present during the incident(s)

1. Informal Procedures for Reporting Harassment

The Chapter 13 Office encourages individuals who believe that they are being harassed to clearly and promptly notify the offender that his/her behavior is unwelcome. If for any reason an individual does not wish to approach the offender directly, then the individual should notify The Trustee or _____ who will report direct to the Trustee, who may talk to the alleged harasser or arrange for a mediation between the individual and the alleged harasser with a third person acceptable to both. This informal procedure is not a required first step for the reporting individual. In the event that the employee believes that he/she has been harassed by the Trustee, the employee is urged to bring the conduct to the attention of the Trustee or _____.

2. Formal Procedure for Reporting Harassment

In the event that the reporting individual does not wish to pursue the informal procedure or, in the event that the informal procedure does not produce a result satisfactory to the reporting individual, the following steps should be followed to report the harassment complaint and to initiate a formal procedure.

- a. Notification: An individual who believes that he/she has been subjected to harassment should report the incident to the Trustee or _____ who will report directly to Trustee.
- b. Description of the complaint: An accurate record of the complaint is necessary for resolution. All complaints of harassment must be reduced to writing.
- c. Timeliness of the complaint: Prompt reporting of complaints is strongly encouraged, as it allows for rapid response and resolution of any objectionable behavior or working conditions. The Chapter 13 Office has chosen not to impose a limited timeframe for the reporting of complaints. However, the reporting individual should be aware that applicable statutes of limitations do constrain the time for instituting outside legal action.
- d. Protection against retaliation: The Chapter 13 Office will not retaliate against a reporting individual or anyone participating in the investigation of a complaint, nor permit any employee to do so. Retaliation is a very serious violation of this policy and should be reported immediately. Any individual found to have retaliated against a reporting individual or anyone participating in the

investigation of a complaint will be subject to appropriate disciplinary procedures up to and including termination.

- e. Confidentiality: Any allegation of harassment brought to the attention of the Trustee, will be promptly investigated. Confidentiality will be maintained throughout the investigatory process to the extent practicable and appropriate under the circumstances.
- f. Investigation Process: The investigation process may include any or all of the following:
 - g. Name and position of the reporting individual.
 - h. Identify the alleged harasser.
 - i. Thoroughly ascertain all facts in connection with the alleged incident, beginning by interviewing the reporting individual and the alleged harasser. Questions of all parties will be asked in a non-judgmental manner.
 - j. Determine the frequency/type of alleged harassment and, if possible, the dates and locations where the alleged harassment occurred.
 - k. Question if any witnesses observed the alleged harassment. If the reporting individual and the alleged harasser present conflicting versions of the facts, interview any witnesses.
 - l. Ask how the reporting individual responded to the alleged harassment and determine what efforts, if any, at informal resolution of the matter were made.
 - m. Determine whether the reporting individual consulted anyone else about the alleged harassment and take note of who else knows and their response to the disclosure.
 - n. Develop a thorough understanding of the professional relationship, degree of control and amount of interaction between the alleged harasser and the reporting individual.
 - o. Determine whether the reporting individual knows of or suspects that there are other individuals who have been harassed by the alleged harasser.
 - p. Determine whether the reporting individual informed other employees and what responses, if any, the reporting individual received from these individuals.

During the first interview with the alleged harasser, remind the alleged harasser of the Chapter 13 Office policy against retaliation for making a complaint of harassment.

In pursuing the investigation, the Chapter 13 Office will try to take the wishes of the reporting individual into consideration, but will thoroughly investigate the matter, keeping both parties informed as to the status of the investigation. The Chapter 13 Office will review the investigation, make findings, and decide upon appropriate actions to be taken. The Chapter 13 Office will communicate its final findings and intended actions to the reporting individual and the alleged harasser, in writing.

If the Chapter 13 Office finds that harassment occurred, the harasser will be subject to appropriate disciplinary procedures which, at a minimum, will include reprimanding the offender and preparing a written record. Additional action, depending upon the facts, may include re-assignment, temporary suspension without pay, and/or discharge.

If the investigation results in a finding that the reporting individual falsely and maliciously accused another of harassment, the reporting individual will be subject to appropriate sanctions as described above, including the possibility of termination.

If either party directly involved in a harassment investigation is dissatisfied with the outcome or resolutions, that individual has the right to appeal the decision. The appealing party should submit a written request for appeal and submit any additional facts to the Trustee. The Trustee will review the objecting party's position and the entire investigatory record and issue his findings within fourteen (14) days of receiving the written objection.

The Chapter 13 Office shall maintain a complete written record of each complaint, including the investigation and resolution. Written records shall be maintained in a confidential manner to the extent practical and appropriate.

The Chapter 13 Office has developed this anti-harassment policy to ensure that all of its employees can work in an environment free from harassment. All employees must read and follow the Chapter 13 Office Policy.

ACKNOWLEDGEMENT OF RECEIPT OF ANTI-HARASSMENT POLICY

I, _____, acknowledge that I have read the Chapter 13 Office policy and understand the policies and procedures described in it.

Date: _____ Intern Signature: _____

D. Confidentiality

All employees of the Chapter 13 Office are required to maintain the highest standard of confidentiality at all times both in and out of the Chapter 13 Office. Due to the nature of the work at the Chapter 13 Office, all matters relating to the Chapter 13 Office debtors, in addition to internal office matters, must be kept confidential. To maintain all debtor information in the strictest of confidence, employees must avoid talking unnecessarily about debtor affairs anywhere outside of the Chapter 13 Office, as well as inside the Chapter 13 Office in the presence of individuals who do not work for the Chapter 13 Office. In addition, it is each employee's responsibility to use the utmost discretion in discussing office or debtor matters with other staff members of the Chapter 13 Office, with the understanding and agreement that such discussions must be on an as needed basis and not in the presence of others. This includes social media – Facebook, Twitter, Snapchat – or similar social media websites. Posting regarding the office or your day or week may have a negative consequence on the office.

Due to the unique setup of the Chapter 13 Office in that it may share space and common areas with other businesses, significant care and attention must be taken so as not to discuss any debtor information with any other individual at any of the other businesses. Debtor confidentiality is of the utmost importance and while the Chapter 13 Office may share a congenial atmosphere with individuals of those other businesses, no individual of these businesses is entitled to have any knowledge or information about any of the Chapter 13 Office debtors.

Through his/her training here, each employee should develop an understanding of what information in our records duplicates that in the Court records. Only this information, which is "of public record," represents information which we can relay freely to debtors, creditors, attorneys, and other interested parties. All other information must be presumed to be confidential. Examples of confidential information include tax returns and paystubs provided by debtors, and information in private correspondence from debtors, creditors and attorneys.

Case notes made internally in the CHAPTER 13 SOFTWARE debtor record screens are private internal business records. Printouts of system case notes are NEVER to be sent outside the office to any party unless the release has been authorized by the Trustee or Director of Operations.

Except for information specifically identified as available for public dissemination, employees need to presume that all records and information in this office are confidential and are not to be released, or discussed outside this office, without proper authorization. The only staff members authorized to determine whether specific information may be relayed to another party is the Trustee, Staff Attorney(s), and the Director of Operations. Any request by any party for records or information from the Chapter 13 Office must be referred to one of those staff members.

INFORMATION AND RECORDS PERTAINING TO THE CHAPTER 13 OFFICE AND ITS OPERATIONS (as distinguished from information maintained in case files) IS ABSOLUTELY PRIVATE AND CONFIDENTIAL, AND IS NOT TO BE RELEASED TO ANY OUTSIDE PARTY OR DISCUSSED OUTSIDE THE OFFICE UNDER ANY CIRCUMSTANCES.

Particular care should be exercised with regard to work areas, for example, confidential materials or unattended desks in a manner that could be observed by unauthorized personnel. To the extent practicable, all confidential materials should be placed in desk drawers or file cabinets at the end of each workday. Each employee must log out of his/her computer before leaving the Chapter 13 Office for the day. Furthermore, computers are not to be taken out of the Chapter 13 Office for any reason whatsoever unless authorized by The Trustee.

Material routed within the Chapter 13 Office marked “confidential” should be opened only by the person to whom it is addressed. There are NO exceptions to this rule.

The guidelines outlined in this policy with regard to confidentiality apply to every person employed by the Chapter 13 Office and must also be followed after an employee has terminated employment with the Chapter 13 Office. Any employee who is found to be in violation of these rules will be subject to disciplinary measures up to and including discharge, as well as potential legal action.

ACKNOWLEDGEMENT OF RECEIPT OF CONFIDENTIALITY POLICY

I, _____, acknowledge that I have read the Chapter 13 Office policy and understand the policies and procedures described in it.

Date: _____ Intern Signature: _____

INTERNSHIP DESCRIPTION EXAMPLE

Position Titles: Student Intern
No. of Positions: ONE (1)
Location: _____
Opening Date: April 5, 2021
Start Date: Approximately June 7, 2021
Closes: Open until filled
Compensation: Unpaid Internship or Paid Internship

As an Equal Opportunity Employer, we value diversity in our workforce.

POSITION OVERVIEW:

The Office of _____, Chapter 13 Trustee is accepting applications for a (one-year or two semester or Summer intern) term student internship as part of the Tom Vaugh Memorial Internship Program. This program is built on a foundation to expose, develop and place talented, young adults in professional offices and prepare them for future permanent employment opportunities

This unique, (*semester, summer, or year-long internship*) is being offered to (*senior high school students junior or senior undergraduate, law school*) students. The intern will work part-time (no more than 20-25 hours/week) during the (*Fall, Spring or Summer*) semesters. The intern will gain exposure to United States Bankruptcy Courts and federal agencies.

REPRESENTATIVE DUTIES & RESPONSIBILITIES:

The Intern will function as a student trainee whose duties will include, but are not limited to, the following:

- Observing a wide variety of Bankruptcy Court proceedings to develop a familiarity with the judicial process;
- Shadowing the Chapter 13 Trustee, office personnel, to develop an understanding of our federal bankruptcy system;
- Working cooperatively with members office personnel to effectively support the Chapter 13 Trustee in fulfilling their statutory and fiduciary duties;
- Assisting legal, professional, and/or administrative staff in collecting, maintaining, and processing case information;
- Performing basic legal, social science, historical, statistical, and other research to support the Chapter 13 Trustee and/or administrative staff;
- Collecting organizing, and summarizing statistical, accounting, or mathematical data on case processing, and other related issues for the Chapter 13 Trustee and/or administrative staff;
- Organizing legal pleadings, briefs, motions, and letters for the Chapter 13 Trustee and/or administrative staff;

- Sorting, classifying, copying, distributing, and filing files, documents for the Chapter 13 office; and
- Performing other duties assigned.

QUALIFICATIONS:

- Exhibits qualities such as strong character and self-sufficiency under challenging circumstances.
- Self-directed and able to work with limited supervision.
- Good organizational and planning skills, and ability to demonstrate effective project coordination, facilitation, and implementation based on past work or school experience.

EXPERIENCE/BACKGROUND:

Candidates must be a (example senior in high school or junior or senior in undergraduate) _____ during the 2021-2022 academic year and currently enrolled full time and in good standing. The candidate should be interested in or have an interest in studying pre-law, business administration, finance or related discipline.

APPLICATION PROCEDURE:

Qualified persons must submit the following:

- A cover letter: In your cover letter please answer the following questions: Why are you interested in this internship, and what experience do you hope to gain?
- A chronological resume.

INFORMATION FOR APPLICANTS:

The Chapter 13 Trustee reserves the right to modify the conditions of this internship announcement or to withdraw the job announcement, any of which actions may occur without any prior written notice. One or more positions may be filled from this announcement.

*****THE OFFICE OF CHAPTER 13 TRUSTEE _____ IS AN EQUAL OPPORTUNITY EMPLOYER*****

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