



COLLEGE *of*
CHARLESTON

STUDENT SUCCESS CENTER
SCHOOL OF BUSINESS

College of Charleston School of Business Interns: *Ready to Work, Ready to Learn*

Thank you for your interest in learning more about employing a College of Charleston School of Business Intern.

We understand that you may have questions about the process and what it means to have an intern in your workplace. This packet of information is designed to give you the information you need to make this a positive experience for both you and your student.

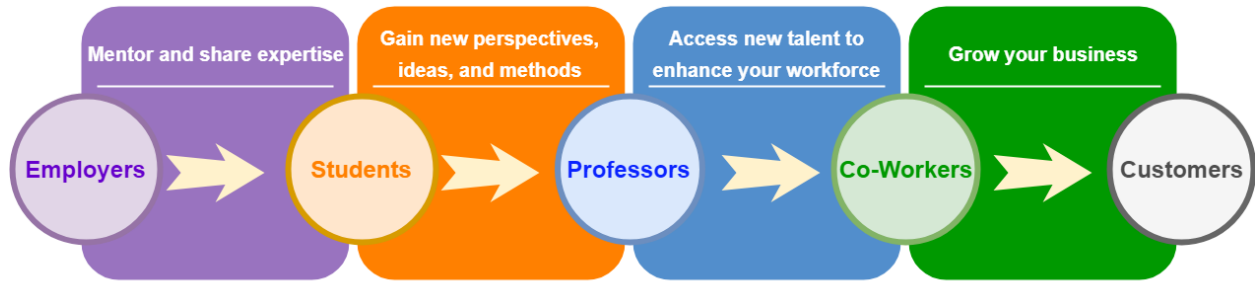
Enclosed you will find the following helpful items:

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If you have any questions, please feel free to contact us in the Student Success Center:

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Internship Defined

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills. It offers the employer the opportunity to bring new ideas and energy into the workplace, develop talent and potentially build a pipeline for future full-time employees. Interns are ready to work and ready to learn.

Why an Internship?

Why do students do internships? There are a variety of reasons including:

- Gaining hands-on work experience
- Being able to contribute skills and talents to a business
- Preparing to be employed in specific field
- Learning new skills & competencies
- Making professional contacts for future networking
- Gaining a realistic preview of the workplace
- Experiencing work at a potential full-time employer

Why have an Intern?

- Interns bring new ideas, energy and diversity to your organization
- Interns provide an opportunity for your staff's career growth
- Interns may become your future workforce

Criteria for Employing an Intern

Criteria for an experience to be defined as an "internship"

To ensure that an experience is educational, and thus eligible to be considered a legitimate internship by the National Association of Colleges and Employers (NACE) definition, all of the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.

4. There are clearly designed learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

<http://www.naceweb.org/about/membership/internship/> July, 2011

What are the Differences Between Academic Credited and Non-Credited Internships?

When a student does their internship for credit they are paying for credit hours towards the internship, they are supervised by a faculty member, and they receive a grade. The basic difference to the employer is that there are a few forms that need to be completed for the student to receive their credit and their grade. However, these forms are also a good tool to use if your intern is not doing their internship for academic credit and we will share all of those with you in this packet.

Tell me about internships for academic credit...

Academic internships are opportunities that allow students to earn course credit while interning. The internship is overseen by a faculty or staff member in partnership with a designated employee at the internship employer. The School determines whether or not the host employer meets the academic requirements which are related to the terms and conditions for assignments, internship location, tasks, work hours, etc.

The inclusion of learning activities in addition to the student's work tasks make for a solid internship program. These would include activities such as the offer to shadow other staff members, attend client and department meetings, do learning type assignments that are reviewed by a staff member, and any other activities that help the student learn about your business and the industry.

The following criteria are required for academic credit internships and are highly encouraged for non-credited internships as well:

- Students are given the responsibilities of an entry-level employee
- Students are provided with a dedicated work space in an office setting (The School of Business does not place interns in home-office settings because part of the learning program is gaining experience in a professional environment.)
- The internship lasts a minimum of twelve weeks as the students benefit from experiencing the work flow through an organization over several months
- The internship is guided by the Learning Contract
- The internship host or an assigned employee serves as an instructor to the student helping them understand not only the specific tasks of the job, but the field, organizational culture, priorities and goals of the company and professional development

Internships that are more administrative in nature (answering phones, making copies, routine processing of mailings on a regular basis, etc.) and require little of the student in terms of intellectual development will not be approved for academic credit. While some administrative work is required of any position in a company, the purpose an academic credit internship is to assist the student in applying classroom theory and developing greater discipline-specific knowledge.

Tell me about Internships that are not for academic credit...

A large number of students do internships that are not for credit. Many of these internships take place over the summer months. Non-credit internships are completed independently by students to allow them to utilize the knowledge and skills learned in the classroom in a real world setting. The internship also allows the student to build their resume experience while working side by side with employees in their desired field of work.

All of the items used for the internships for academic credit are highly encouraged for use in non-credited internships to make the experience more meaningful for everyone involved. These include learning contracts, networking, reflection activities and journals and are outlined below.

For-Credit Internships Requirements...but we also suggest you incorporate these things into a non-credited internship

A student doing an internship for academic credit is required to submit the following assignments, however, these are valuable experiences that we recommend businesses consider having their intern complete even if they are not doing their internship for college credit.

Weekly Journal – the student is required to keep a weekly journal which is a snapshot of the work they are doing and what they are learning. The journal can also be a valuable tool for the student and intern supervisor to use during a weekly or daily check-in.

Special Project and Report – The student is required to submit a 10-page report on a special project (or projects) that the student has been working on. This could also be an overview of the internship. Students are encouraged to include data.

Interview – Students are asked to interview a senior level manager. They are required to prepare questions in advance and write a one-page report on the interview. For students doing non-credit internships, this could also be a valuable experience and if possible, the internship site could encourage this interaction.

Industry Analysis – a three-page report analyzing the industry and city in which they are interning.

Employer Midterm Evaluation and Final Evaluation – this is an electronic survey sent to the employer and is used in the grading process so timing is vital. We encourage all intern hosts to conduct a midterm evaluation and a final evaluation with the student as this is also a good process for the student to learn where they can advance their skills and it gives them a real world scenario related to job evaluations.

Paid vs. Unpaid: Internship Programs Under the Fair Labor Standards Act

Should I Pay My Interns?

The majority of internships are paid and there is reason for that. Laws have evolved regarding internships and that background can be found below for your reference including the “test” for unpaid internships.

Keep in mind paid interns make ideal workers – hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment.

How Much Should I Pay My Intern?

When deciding to offer a paid internship, please note that all full-time and part-time job opportunities must meet the minimum wage requirement (currently \$7.25 per hour). We are often asked what other internships pay. The average hourly salary tends around the \$10 per hour mark.

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.

For additional information, visit the 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).

The Benefits of a Learning Contract

Learning Objectives are a powerful way to written statements that describe what the student will learn, be able to do, or be able to demonstrate upon completion of the internship.

Objectives may relate to academic learning, career development, skill development, or personal growth and development.

These learning goals may test, apply, or advance knowledge learned in the classroom, to provide the intern with a knowledge or skillset that will be applicable in the work force. The list of learning objectives will be unique to each internship, and will stem from the types of duties your intern will participate in, as well as what the intern hopes to learn or improve from the experience. Tips for creating learning objectives:

- Use action verbs such as: analyze, complete, compile, create, improve, organize, develop, design, demonstrate, organize
- Be SMART: Create goals for the intern that are:
 - o Specific
 - o Measurable
 - o Attainable
 - o Results-focused
 - o Time- focused

Promote Your Internship

STEP #1: Post Your Internship on the College's Job Board

The College of Charleston's Job Board is powered by Handshake. Create your account today at <https://cofc.joinhandshake.com/login>. You will be able to post internships, jobs, review resumes and more.

STEP #2: Promote Your Internship Through the School of Business

Once you have posted your internship to Handshake, send us a copy of the job description and as a School of Business employer, we will be happy to help promote your internship to School of Business students.

FYI: CofC Policies & Guidelines for Employers

The following policies & guidelines apply to all employers offering internship opportunities for College of Charleston students/alumni:

THE COLLEGE WILL NOT POST POSITIONS UNDER THE FOLLOWING CIRCUMSTANCES:

- I. the employer fails to meet our guidelines and policies
- II. the employment involves independent contracting arrangements (self-employment)
- III. the employment opportunity involves on-campus solicitation, sale, posting materials, products or services (this includes "campus ambassador" and "campus representative" internships). The College of Charleston is a non-commercial campus.
- IV. the student must pay a nonrefundable fee to participate in a work experience or training
- V. the student is required to purchase or rent any type of sales kit or presentation supplies; the student is required to invest money up front before the position begins
- VI. the opportunity is sponsoring an individual to establish their own business for the purpose of selling products or services, and/or recruiting other individuals to establish their own businesses
- VII. the opportunity requires recruitment of other members as the primary source of income
- VIII. international teach abroad opportunities other than those sponsored by embassies, the U.S. government, or an accredited university
- IX. the opportunity is related to in-home employment. This includes any positions where work takes place in an individual's home (babysitting, senior companions, housekeeping, yard work, etc.)
- X. the opportunity is an on-call or substitute position of any kind
- XI. the position is deemed unsuitable to the image of the College or of questionable moral standards
- XII. the employer requests personal data (i.e. social security number, bank account information) at the time of application
- XIII. the employer misrepresents their organization by providing dishonest information or the absence of information

ALL INTERNSHIP POSITIONS LISTED WITH THE COLLEGE MUST:

- I. include a complete job description detailing duties and learning outcomes
- II. specify a Site Supervisor with the appropriate level of expertise who is:
 - a. a professional in the field with work experience and/or educational training
 - b. genuinely interested in teaching a student about the career
 - c. available and willing to spend time supervising and mentoring a student
 - d. primarily motivated to benefit the student rather than the organization

- III. indicate if the internship will be paid (at or above minimum wage) or unpaid. The US Department of Labor specifies that an internship can be unpaid only if:
- a. the intern is provided training similar to that which would be provided at a vocational school (the student is under continued and direct supervision);
 - b. the training is for the benefit of the student, not to meet the labor needs of the business;
 - c. student does not displace a regular employee and an employee has not been relieved of assigned duties;
 - d. the employer provides the training and derives no immediate advantage from the intern's activities, and on occasion his/her operations may actually be impeded;
 - e. student is not necessarily entitled to a job at the conclusion of the internship; and
 - f. employer and student agree and understand that no wages will be paid to the student

The College reserves the right to refuse to list positions.

The employer should identify the specific terms and conditions of employment (e.g. dates of employment, including date internship will end; compensation; organization and/or reporting relationships; principal duties, tasks, or responsibilities; working conditions; and other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, we recommend that you document such a discussion with a written agreement setting forth both parties' understanding, and have it signed.

EMPLOYERS CAN NOT AWARD ACADEMIC CREDIT. Only the College, and the student's academic department in particular, can determine whether an opportunity aligns closely enough with the curriculum to warrant credit. **Please note:** the student must pay for, and enroll in, a course in order to receive internship credit. Many times, this is an additional expense for the student and costs several hundred dollars. Therefore, it is inaccurate for employers to ever claim that they "pay" their interns with academic credit.

Internships: A Step by Step Guide

Step 1 – Identify an Internship Site Coordinator

The Internship Site Coordinator is responsible for completing preparatory work in anticipation of the internship. This includes performing the needs assessment (step 2), setting goals and writing an internship position description (step 3), looking at resources the intern may need (step 4), assigning a mentor/supervisor (step 5), and assessing the value of the internship program at the organization. When identifying the Internship Site Supervisor, it is important to remember that students completing an internship are required to achieve a predetermined list of Learning Objectives. Learning Objectives are written statements that describe what the student will learn, be able to do or be able to demonstrate upon completion of the internship. These are advantageous for Site Coordinators because they help establish a framework to determine intern projects and responsibilities, as well as clear expectations and outcomes for the experience. For the experience to be mutually beneficial, we recommend selecting a Site Supervisor who is interested in the Learning Objectives and/or has a specific skill set that will foster a positive learning environment.

In addition, the supervisor should sit down with the intern at the beginning of the internship to develop personal Learning Objectives.

Step 2 – Assess Internal Needs

Some questions to ask yourself before contacting the College of Charleston:

- What are the ongoing substantive projects?
- What special or extra projects need to be developed or updated?
- What is the workload and how can we ease the workload of our department/organization?
- How many interns can we support?
- Do we have a need for part-time or full-time interns?
- How long will the internship last (12 weeks, 16 weeks, etc.)?

Once you have considered these questions, please complete **Appendix A, the Internal Needs Assessment Form**.

Step 3 – Set Goals and Develop a Position Description

The goals of the internship can be based on the Internal Needs Assessment. Be sure that everyone, including management, agrees on the same goals and level of commitment to the internship program so that it is successful.

Once goals have been defined, work responsibilities may be determined. Challenging work assignments that complement and focus on a student's major or area of interest will sell the experience to students. Students who perform only menial tasks may learn little about applying their expertise to a professional environment. While many students have worked to finance their education, an internship does not classify as a job. The internship is part of the academic program and should offer opportunities to link classroom learning to workplace environment.

Creating a list of work activities that fit your department and a detailed description of typical tasks will help the College to accurately promote your internship and attract the appropriate candidates. The

activities and goals may be adjusted after you have selected an intern. It is also a good idea to establish a **stretch project**, one that the student can continuously work on in the instance that their supervisor is out of the office unexpectedly, or if they complete their other tasks ahead of schedule. This stretch project also serves as an excellent resume builder and an experience the student can share in future interviews.

Some tasks that undergraduate students have completed in the past:

- Prepare budget/ financial reports
- Write press releases
- Generate marketing plans
- Conduct studies and research
- Plan and write social media content
- Design marketing material
- Maintain website
- Compose and edit grants
- Gallery management and promotion
- Prepare financial planning proposals
- Assist with creative brainstorming
- Develop and maintain client relationships

Step 4 – Establish Learning Objectives

Learning Objectives are written statements that describe what the student will learn, be able to do, or be able to demonstrate upon completion of the internship. Objectives may relate to academic learning, career development, skill development, or personal growth and development. These learning goals may test, apply, or advance knowledge learned in the classroom, to provide the intern with a knowledge or skillset that will be applicable in the work force. The list of learning objectives will be unique to each internship, and will stem from the types of duties your intern will participate in, as well as what the intern hopes to learn or improve from the experience. Tips for creating learning objectives:

- Use action verbs such as: analyze, complete, compile, create, improve, organize, develop, design, demonstrate, organize
- Be SMART: Create goals for the intern that are:
 - o Specific
 - o Measurable
 - o Attainable
 - o Results-focused
 - o Time- focused

Step 5 – Allocate Resources

Financial – If you cannot pay your intern an hourly wage, try to explore other ways of providing monetary compensation such as: a small stipend, reimbursement for mileage/parking, lunch, or assistance with housing and other costs. This is especially important in the summer when students generally work fulltime to earn money to return to school in the fall.

Time – Be prepared for the intern to take some time away from supervisors or co-workers. The intern will have questions and there should be an orientation process as well as regular supervisor meetings.

Material Resources – Give your intern the resources they need. An intern that is constantly transferred from desk to desk senses that he/she is not really valuable.

Step 6 – Identify a Mentor/Supervisor

The internship mentor should be someone with knowledge of the project and the organization who is willing to train or teach and is committed to dedicate the time needed in helping the student achieve the Learning Outcomes (see Step 1 for full details). The success of the internship is grounded in planning and having an on-site person to mentor and supervise the intern on a daily basis. The mentor will monitor and evaluate the intern's tasks and responsibilities.

Tips for Mentors:

- Communicate – Give constructive feedback on a regular basis.
- Be prepared – Have tasks ready. When an intern is successful with one project, give him/her another task that uses the same skills on a larger scale or adds new skills.
- Include the intern – Make the intern feel part of the group. Take him/her to meetings/lunches.
- Be sensitive – Interns do not always possess the everyday knowledge you take for granted, such as office etiquette and appropriate dress. Provide coaching on these topics on an on-going basis and also when needed.
- Be interested – Listen to the intern's ideas. He/she wants to contribute to the organization.

Step 7 – Recruit, Select and Interview Candidates

Recruit – Contact the Career Center at the College of Charleston to post and recruit for your internship positions. Post your position on CougarJobLink by visiting our home page (<http://careercenter.cofc.edu/>) and clicking on “employers” next to the CougarJobLink icon. Please read our Policies and Guidelines (<http://careercenter.cofc.edu/employers/postingpolicies.php>) for posting.

Begin recruiting early. The longer you are accepting applications; the more time you have to select a good candidate.

Screen Applicants – One difference you will notice in evaluating potential interns as opposed to job applicants is that interns will not have the same level of work experience listed on their résumés as job candidates. Students may instead list relevant coursework or academic projects they have completed, as well as transferable skills or experience gained through extracurricular or community activities. With careful consideration, you will find an intern who best fits your organization.

Interview – The interview process for interns is very similar to that of potential new employees. Use the interview to give a brief description of your organization. It's a good opportunity for the candidate to gain a sense of whether they are a good fit for you. Be sure to ask which, *if any*, faculty or staff member from College of Charleston will be advising the student through his/her internship. **For some Sample Interview Questions**, please see **Appendix F**.

Make an offer – Define the starting and ending dates, time required per week, and compensation. There are legal issues to consider when hiring an intern. If considering an international student, you will want to know the legal issues involved.

Step 8 – Orientation

The initial days on the job define the expectations for the intern – you will be making an immediate impression. When first assigning tasks, the student will learn what to expect from you. Therefore, giving the intern little or nothing to do sends the message that the internship is easy and potentially boring. Many students are unfamiliar with the activities, environment and objectives of business and industry. Even though a student may have worked part-time, the experience may not have exposed him/her to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making orientation of business. Students also may not understand that they should not engage in personal work or social media during internship time. It is this training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization.

The sooner the student intern understands what your agency does and how it operates, the sooner the intern will assume assigned responsibilities and become productive. **Appendix H** is an **Orientation Checklist** which will help to successfully acclimate your intern to the new environment.

Step 9– Monitoring and Supervision

As an internship supervisor you will lead, motivate, delegate, communicate, train and evaluate. The student will look to the supervisor as a mentor who assists in the transition from classroom to work environment. Since the internship is an extension of the learning process, a supervisor should provide opportunities to bridge the academic with the work environment by:

- assigning daily tasks, monitoring and evaluating the work
- creating goals with deadlines
- giving the intern support when needed to succeed

The supervisor should be aware of the intern's daily tasks. Watch for signs of the intern being bored or confused. It's easy to be shy with new people who all know each other. Observe whether the intern is working on a project that needs another person's input.

Meet regularly to provide feedback concerning his/her performance. During the meetings, you may coach, counsel, and reinforce positive attitudes and performance. Encourage the intern to develop teamwork and communication skills.

Some internships lend themselves to producing a portfolio of work accomplished during the experience. The portfolio created by the intern, and maintained electronically. This could help fulfill the intern's academic requirements and provide a sense of accomplishment. In addition, it will give the supervisor a basis to discuss his/her professional growth.

Keep the intern busy and directed towards his/her learning outcomes. Students rarely complain of being overworked, but they do complain if they are not challenged. Encourage professionalism by assisting the intern in developing interpersonal skills, decision-making abilities and managing office politics. Demonstrate how this work relates to overall efforts of the department or agency.

Final Review

The final evaluation of the intern's work should encompass both hard and soft skills learned. The hard skills pertain to the technical proficiencies and abilities required for the position related to the student's area of study. Soft skills include communication, self-management, leadership, decision making, etc. It is important for students to know that success on the job is related to both of these skill sets. Note in the evaluation how the intern grew and developed as well as areas for improvement.

Appendix I provides a sample **Intern Evaluation** that you can use if not already provided one from the faculty/staff supervisor.

Step 10 – Evaluating the Internship Program

Think about the ways your company has benefited from the program.

- How well is the internship meeting your program's needs?
- How well is the internship meeting the needs of your intern(s)?
- Are there other projects or departments where an intern could add value?
- There is an investment of time by staff members in any internship. Was the time invested worthwhile to your organization?

Appendix A

Internal Needs Assessment Form

1. How many interns can we support?
2. What will the intern's title be?
3. To whom will the intern report? If the intern will have a mentor different from the supervisor, who will that be?
4. Will the intern work in several different areas or departments or be assigned solely to one person?
5. What will be the preliminary projects or responsibilities of the intern you select?
6. What other activities will the intern do?
7. Will there be daily tasks that the intern will be assigned to do?
8. How much general support work will the intern do?
9. What are the desired skills and qualifications?
10. Is there a specific major/minor that you require? Is there any specific course work that is essential for doing the internship?
11. What are the desired start and end dates? Are there desired times when your agency needs an intern more?
12. How many hours per week should the intern work?
13. Are there specific hours or shifts required for the intern?
14. Can you pay an intern or provide some type of monetary compensation? If so, how much?
15. If monetary compensation is not possible, are you able to meet the requirements for the intern to receive academic credit?
16. Where will you locate an intern within your facility?
17. Is there any other information needed to consider an intern?

Appendix B

Resource Allocation Checklist

Financial Resources

Will your intern be paid? If so, at what hourly rate/stipend?

Will your intern need a parking pass, or will he/she be reimbursed for parking costs?

Will your intern be reimbursed for mileage or housing?

Will your intern receive a housing allowance, if applicable?

Material Resources

(check all that apply)

Computer

Software package: _____

Organizational email account

Telephone extension/Dial Code

Voice mailbox

Parking pass

Office supplies: _____

Workspace

Appendix C Sample Internship Job Description #1: Marketing Intern job description

Marketing Intern Responsibilities

Include:

- Collecting quantitative and qualitative data from marketing campaigns
- Performing market analysis and research on competition
- Supporting the marketing team in daily administrative tasks

Job brief

We are looking for an enthusiastic marketing intern to join our marketing department and provide creative ideas to help achieve our goals. You will have administrative duties in developing and implementing marketing strategies.

As a marketing intern, you will collaborate with our marketing and advertising team in all stages of marketing campaigns. Your insightful contribution will help develop, expand and maintain our marketing channels. This internship will help you acquire marketing skills and provide you with knowledge of various marketing strategies. Ultimately, you will gain broad experience in marketing and should be prepared to enter any fast paced work environment. Internship pays \$12 per hour.

Responsibilities

- Collect quantitative and qualitative data from marketing campaigns
- Perform market analysis and research on competition
- Support the marketing team in daily administrative tasks
- Assist in marketing and advertising promotional activities (e.g. social media, direct mail and web)
- Prepare promotional presentations
- Help distribute marketing materials
- Manage and update company database and customer relationship management systems (CRM)
- Help organize marketing events

Requirements

- Strong desire to learn along with professional drive
- Solid understanding of different marketing techniques
- Excellent verbal and written communication skills
- Excellent knowledge of MS Office
- Familiarity with marketing computer software and online applications (e.g. CRM tools, Online analytics and Google Adwords)
- Passion for the marketing industry and its best practices
- Current enrollment in a related Business degree program

How To Apply...

Appendix D Sample Internship Job Description #2: Intern Fund Administrator

Application Deadline: April 7, 2018 **Position:** 2 Full-time, Paid **Timeframe:** 06/02/18 — 08/25/18

Description ABC Asset Management aims for strong investment performance through original thinking and first-hand research. Our mission is to deliver strong fund performance across diverse asset classes in which we believe we have a sustainable competitive edge.

Are you looking for an exciting summer internship that strengthens your leadership skills, develops you for future business challenges, and gives you an opportunity to work with people who are experts in their field? If your answer is YES, we have the internship for you. If you are energetic, resourceful, and organized, we want you.

The internship role provides students with the opportunity to apply academic knowledge and skills in a professional environment, and to support/promote the graduate's career goals through contact with professionals in their field of study. The internship experience enables students to participate in professional activities by working on important and innovative projects. Internships are structured learning experiences where interns and our full-time professionals work together on projects within their selected organization.

A ten-week internship program designed to provide valuable career experience for students who wish to apply their education and skills in a fixed-income-oriented work environment. This is an intensive program that mirrors the responsibilities of an entry level position within the Firm. The intern will work in the Investment Support Fund Accounting Department

Responsibilities

Duties will include some or all of the following:

- Responsible for the administration of portfolios, including daily cash reconciliation, custodian asset reconciliation, variance research, generation of client statements and performance calculation.
- Responsible for creation of accounting reports to meet custom reporting requests.
- Assist the supervisor in reviewing approximately nine month-end statements and custodian asset reconciliations.
- Assist with year-end audits and financial statement review.
- Assist with regulatory filings for the private funds.
- Additional duties to be assigned.

Requirements

Candidates should be in the process of completing a 4-year degree in finance, accounting, business administration or a related major. Candidates should be exploring the career opportunities available to them within the financial services field, with a desire to learn about and participate in a Fixed Income environment.

Academic Qualifications:

Rising junior, or rising senior with a proven record of academic excellence and achievement.

How To Apply...

Appendix E **Sample Internship Job Description #3: Development Intern**

Phone: (843) 953-0000

Email: Jobs@CougarCommunityFoundation.org

Hired By: Vice President **Paygrade:** \$15/hr
Reports To: Vice President of Development and Stewardship
Status: Non-Exempt, Part-Time Employee

Job Summary

The Development Intern position is a part-time, hourly position and reports directly and is responsible for assisting the department with data entry, research, donor services, administrative support, and public relations efforts of Cougar Community Foundation.

The Development Intern may assist with researching best practices in donor services, data entry and research related to individual database record updates, assist with calendar and meeting coordination, and project management of special initiatives. A commitment to excellent customer service standards and confidentiality are requirements of this position.

The Development and Stewardship Intern will be expected to work between 12-16 hours per week and earns an hourly wage of between \$12-\$14/hour, commensurate with experience.

Time Frame

The Development Intern will begin the position in September 2017 and the internship term is the duration of the Fall semester. The internship is renewable for subsequent semesters upon the mutual agreement of CCF Vice President for Development and Intern, and based on budget consideration and performance review.

Development and Stewardship Intern Responsibilities

- Gather and help maintain physical files, computer files, and biographical files for development and stewardship department.
- Schedule meetings with multiple attendees and responsible for communicating meeting details to invitees.
- Research best practices and develop content for development and stewardship marketing material.
- Assist with special events and community projects as needed.
- Assist donors, Board members, grantees, Professional Advisors, and the general public in a courteous, helpful, and respectful manner.
- Other duties as assigned.

Knowledge, skills, experience, and education needed

- Must be pursuing a college degree.
- Must be proficient in Microsoft Office Suite.
- Excellent verbal, writing, and communication skills a must with the ability to multi-task.
- Must be able to work in a fast-paced production environment with proven success handling overlapping deadlines.
- Proficiency in social media tools: Facebook, Twitter, YouTube, LinkedIn, blogs, etc.

Appendix F

Sample Interview Questions

1. Tell me briefly about your qualifications.
2. Why did you choose your current major?
3. Are you familiar with (particular software)?
4. Tell me about an experience you have in (marketing, public relations, graphic design...)
5. In what extracurricular or community activities are you involved?
6. What do you hope to gain in an internship?
7. Why are you interested in an internship with our company or organization?
8. Do you hope to obtain academic credit for your internship?
9. When are you available to start an internship, and for how long?
10. How many hours per week are you available for an internship?
11. What days of the week are you available for an internship?
12. Do you have any questions?

If you have the internship position description, share it with the student. Ask the student to describe his/her skills and experience related to the position.

Appendix G

Internship Learning Contract

Student Information

First name

Last name

CWID

Cell Phone Number

CofC Email

Preferred Email

Semester

Class (If for academic credit)

Internship Provider/Contact

Internship Experience Supervisor

Host Company

Experience Provider Address

Street

City

Zip Code

State

Country

Experience Provider Contact

Experience Provider Phone

Experience Provider Email

Internship Details

Internship Start Date

Internship End

Please note your weekly internship work schedule

Description of Internship/Job Description

Learning Contract/Goals

Learning Goal One (select one)

- **COMMUNICATION SKILLS:** demonstration of the ability to effectively present, critique and defend ideas in a cogent, persuasive manner.
- **QUANTITATIVE FLUENCY:** demonstration of competency in logical reasoning and data analysis skills.
- **GLOBAL/CIVIC RESPONSIBILITY:** identification of social, ethical, environmental and economic challenges at local, national and international levels.
- **INTELLECTUAL INNOVATION AND CREATIVITY:** demonstration of resourcefulness and originality in addressing extemporaneous problems.
- **SYNTHESIS:** integration of knowledge from multiple disciplines (marketing, finance, etc.) in the completion of complex and comprehensive tasks.

Goal _____

List a minimum of four tasks that will be required of you as an intern that will allow you to accomplish goal one (you selected above)

- 1.
- 2.
- 3.
- 4.

Learning Goal Two

Increase discipline-specific knowledge through the application of classroom theory related to

List a minimum of four tasks that will be required of you as an intern that will allow you to accomplish goal two.

- 1.
- 2.
- 3.
- 4.

Learning Goal Three

(Student and employer's choice)

List a minimum of four tasks that will be required of you as an intern that will allow you to accomplish goal three.

- 1.
- 2.
- 3.
- 4.

Appendix H

Orientation Checklist

Experience shows that employers/internship sites who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who do not. To help acclimate interns, take time to initially:

- Explain the Mission of the Organization - How did the organization start? Why?
 - o What is unique about your product or service?
 - o Who benefits from your product or service?
 - o What are the organization's current objectives?
 - o How may the intern contribute to those objectives?

- Explain the Organizational Structure - Who reports to whom?
 - o Who, specifically, is the intern's supervisor?
 - o What is the intern's department responsible for?
 - o How are decisions made?
 - o Which personnel can answer different kinds of questions?

- Outline Organizational Rules, Policies, Decorum, and Expectations
 - o Is there special industry jargon?
 - o What are the specific work standards and procedures?
 - o What access to the supervisor (days, times, and duration) does the intern have?
 - o How should the intern process requests?
 - o How do the mail and telephone systems work?
 - o What are the approved forms of correspondence?
 - o What are specific safety regulations?
 - o Is there a procedure for signing off complete work?
 - o What periodic forms or reports need to be completed?
 - o Are there security or confidentiality issues the intern should be aware of?
 - o What is acceptable with regard to dress and appearance?
 - o How should an intern maintain the work area?

- Define the Intern's Responsibilities - What is the intern's role?
 - o What projects will be assigned?
 - o What resources are available to the intern?
 - o What training is necessary?
 - o How does the organization want the intern to deal with clients and vendors?
 - o What tasks can be completed without supervisory approval?
 - o Do other employees understand the intern's role?

Appendix I Intern Evaluation

Name of Intern _____ Date _____

Name of Supervisor _____

Please provide your evaluation of this student's performance or skill level in each of the following areas. The evaluation is not confidential, and you are encouraged to share it with the student.

Skills Assessment – On a scale of 1-5, please evaluate the intern's performance and skill level in each of the following areas.

5	4	3	2	1	N/A
Exceptional	Above Average	Average	Limited	Lacks this skill	Not applicable

Communication Skills

- _____ Demonstrates oral communication skills required for the job
- _____ Writes clearly and concisely
- _____ Is willing to speak up, communicate information, and ask questions
- _____ Listens to feedback and works to improve

Problem Solving/Decision Making Skills

- _____ Analyzes situations and takes appropriate action
- _____ Offers creative solutions to problems
- _____ Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe
- _____ Resolves problems in an appropriate timeframe

Teamwork

- _____ Establishes rapport and credibility among team members
- _____ Shares information and resources with others
- _____ Assists and cooperates with co-workers; is reliable
- _____ Demonstrates willingness to put forth extra time and effort
- _____ Assumes appropriate leadership role(s)

Self-management

- _____ Produces high-quality, accurate work
- _____ Seeks new strategies when current approach is not effective
- _____ Displays good judgment and establishes priorities
- _____ Uses time effectively
- _____ Demonstrates ethical behavior
- _____ Arrives on time and maintains agreed hours

Initiative

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

Technical Skills

- _____ Possesses the technical skills required for this position
- _____ Is willing to learn new skills and enhance existing technical skills
- _____ Uses appropriate technology for tasks
- _____ Uses technology to perform effectively

Please discuss whether this student successfully completed the learning objectives/goals.

Rate how prepared the student was with coursework.

- very prepared
- somewhat prepared
- not at all prepared

How would you assess the overall value of this intern to your agency?

- very valuable
- somewhat valuable
- very limited value
- no value

How would you assess the intern's overall performance?

- outstanding
- above average
- satisfactory
- below average
- unsatisfactory

**How did the intern most improve his/her skills? In what areas did you notice the most learning?
In what areas does the intern still need to improve?**

Appendix J

Legal Considerations

Do you have to pay the intern?

The Fair Labor Standards Act (FLSA) provides limitations on a for-profit employer's ability to employ unpaid interns. It does not limit an employer's ability to hire paid interns.

An employer does not have to pay an intern who is receiving training for the intern's own educational benefit if the training meets certain criteria:

1. Interns cannot displace regular employees.
2. Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience).
3. Interns are not entitled to wages during the internship.
4. Interns must receive training from your company, even if it somewhat impedes the work of your organization.
5. Interns must get hands-on experience with equipment and processes used in your industry.
6. Interns' training must primarily benefit them, not the company.

Policy on Non-Discrimination and Sexual/Unlawful Harassment

In an effort to provide students with a safe and comfortable educational environment in their internship, we require internship site supervisors to review and acknowledge the following standards and policies that apply to our internship program and participants. If you become aware of a student who is being sexually harassed or otherwise discriminated against, you should call the Title IX Coordinator (listed below) immediately. The College of Charleston Policy on Prohibition of Discrimination and Harassment, Including Sexual Harassment and Abuse is located at (<http://policy.cofc.edu/documents/9.1.10.pdf>). We expect intern site supervisors to comply with this policy. Discrimination, harassment, and retaliation are prohibited. If you have any questions about your responsibilities or these issues, feel free to contact Kimberly Gertner, Director and Title IX Coordinator at gertnerka@cofc.edu or 843-953-5758.

Non-Discrimination

College of Charleston prohibits discrimination on the basis of gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veterans' status, genetic information, or disability, as proscribed by law and as further described below. In addition, discrimination against members or potential members of the United States Uniformed Services, as proscribed by the Uniformed Services Employment and Reemployment Rights Act (USERRA), is also prohibited. Likewise, an employer is prohibited from discriminating or harassing a student intern or employee on the basis of the above-identified classifications. In addition, retaliation against any person arising from the good faith reporting of a suspected violation of the College of Charleston policy on the Prohibition of Discrimination and Harassment, including Sexual Harassment and Abuse, or for participating in an investigation of discrimination under this policy, is strictly prohibited.

Sexual and Other Unlawful Harassment

The College of Charleston adheres to Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The College's unlawful harassment policy applies to our internship program to protect the rights of interns and provide an environment that is free from

sexual/gender harassment. Sexual harassment also includes conduct that is directed at an employee or student because of his or her sexual orientation or gender identity or expression.

The following conduct is prohibited: unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, academic status, or participation.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or decisions concerning educational or other educational benefits affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or learning environment.

A single incident of **sexual assault** may be sufficiently severe or pervasive to interfere unreasonably with one's educational environment and therefore create a hostile environment. **Sexually-related conduct** creates a hostile environment if it is sufficiently severe or pervasive to interfere unreasonably with academic, other educational, or employment performance or participation in a College activity or living environment. **Sexual/gender harassment** includes in-person acts and/or behavior via computer, telephone or other electronic medium, including text messages, emails, social media and other forms of electronic communication.

Examples of sexual harassment may include the following:

- Unwelcome sexual advances or requests for sexual favors based upon gender, sexual orientation, gender identity or gender expression;
- Unwanted physical contact, including touching, pinching, or brushing the body;
- Verbal harassment, such as sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions or threats, epithets, slurs, or negative stereotyping;
- Non-verbal conduct, such as display of sexually suggestive objects or pictures, leering, whistling, obscene gestures, written or graphic material that defames or shows hostility or aversion toward an individual or group because of gender, sexual orientation, gender identity, or gender expression;
- Repeated, unwelcome requests for social engagements;
- Questions about sexual behavior or preference; and
- Acts of physical aggression, intimidation, hostility, or threats
- Stalking;
- Sexual assault;
- Relationship/Dating Violence; and
- Domestic Violence.

Safe Environment

If the internship is located in an area that is unsafe and/or has recently has been the subject of criminal activity, please notify the Career Center or the student's academic internship coordinator immediately so that arrangements can be made to ensure the safety of the student.

Thank you for serving as an Internship Site for our students and for helping the College of Charleston maintain a safe and enriching learning environment for all.