Good internships are good business.

Employer Guide to Structuring a Successful Internship Program

A collaborative effort of all of Rhode Island's colleges and universities.

University of Rhode Island
Brown University
Providence College
Roger Williams University
Bryant University
New England Institute of Technology
Salve Regina University
Rhode Island College
Rhode Island School of Design
Johnson & Wales University
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Table of Contents

Topic	Page
Creating a Mutually Beneficial Relationship	**3-10**
What is the best experiential option for your organization?	3
A closer look at a Volunteer	3
A closer look at an Intern	4
How do employers benefit from an Internship Program?	4
Finding the right Intern for your Organization	5
Making an Internship Offer	5
How do student interns benefit from an Internship Program?	6
Learning Goals	6
Providing an Intern Orientation to your Organization	6
Designing your Internship Program	7
The Stages of the Internship	8
Paying an Intern	8
Unpaid as Defined by the Department of Labor	9
Other Forms of Benefits	9
Insurance Considerations	9
Loan Forgiveness for Internships	10
RI Work Immersion Program	10
Writing an Internship Posting Description	10
Posting your internship online	11
Retaining Talent in the State of Rhode Island	11
Common Internship Forms	12
Mid Term and Final Evaluation	12
Conclusion	12
SAMPLE Internship Descriptions & Learning Goals	**13-22**
Public Relations Internship Description	13
Marketing Internship Description	14
Communications/Editorial Internship Description	15
Psychology Internship Description	16
Engineering Internship Description	17
Learning Goals: Legal	18
Learning Goals: Science	19
Learning Goals: Writing	20
Learning Goals: Business	21
Learning Goals: Communications	22

Creating a Mutually Beneficial Relationship

The rise in global competition for a talented and innovative workforce brings opportunities for Rhode Island employers to gain a competitive edge.

What is the best experiential option for your organization?

Experiential Learning provides students with direct experience through which they can use analytical skills and reflection to apply new ideas gained from the experience to their classroom learning. Experiential learning includes internships, service learning, and various practicum opportunities. Determine what the best fit for the organization is by considering the following definitions:

Volunteer is a person who performs a service willingly, without pay or credit in order to support a cause.

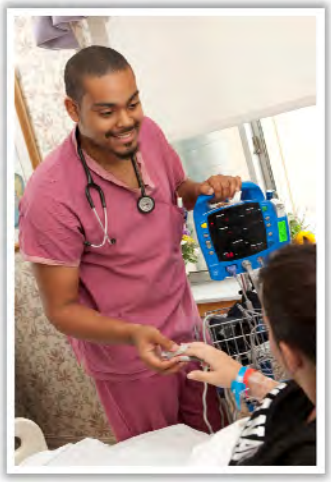
Service Learning is curriculum-based emphasizing hands-on learning while addressing real world concerns. The service experience provides a context for translating discipline based theories into practice.

Civic Engagement offers a broad concept of community involvement and awareness that can include service, advocacy, service learning, volunteerism and political participation, with the goal of helping to develop community based knowledge, values and skills.

Capstone/Project Based Learning course is the culmination of learning in the major. A student generally works on a single large project--such as a thesis paper or large research project--for the entire semester.

Externships (Job Shadow) provide an initial exposure to a career for a brief period of time (such as one day a week or a couple hours per week) by having students "shadow" an experienced employee or professional. Externships may include academic credit when connected to a course.

Internships are defined by the National Association of Colleges and Employers (NACE) as: "a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent." In addition, an internship is a semester (fall, spring, summer) in duration, may or may not carry credit, may be paid or unpaid based on the Department of Labor criteria (See Page 8 for DOL Requirements).



A **Student Employee** is a person who is hired to provide services to an organization on a regular basis in exchange for compensation, not for academic credit. This is appropriate when you don't meet Department of Labor 6 Prong test. **(See Page 8)**

A closer look at a Volunteer

A Volunteer might be the best fit for your organization if you are looking for one time assistance at an event or program or if you need 3-12 hours per week of service. Unlike an Internship, the focus of a volunteer position is primarily on the service being completed and the individual or issue receiving that service. An internship will primarily focus on the learning experience of the student and the benefits to the organization/ employer are secondary. Service Learning is a balance between the two with equal focus on learning, service and benefits to recipients and providers.

Source: Furco, Andrew. 1996. Service-Learning: A balanced approach to experiential education. Corporation for National Service. *Expanding boundaries: Serving and Learning.* Columbia, MD. The Cooperative Education Association).

A closer look at an Intern

Often times an internship is the ideal fit for an individual and employer. An internship is any carefully monitored meaningful learning experience in which a individual has intentional professional goals and reflects actively on what he or she is accomplishing throughout the experience. Developing an internship program is an excellent strategy for investing in your organization's future successes, often leading to discovering future colleagues and leaders.

A typical internship:

- Includes developing intentional learning objective goals that are structured into the experience and supervised by a professional with relevant and related background in the field.
- Promotes academic, career and/or personal development.
- Includes learning objectives, observation, reflection, and evaluation.
- Balances the intern's learning goals with the organization's needs.
- Typically lasts three months. May be part-time or full-time.
- Involves industry related and soft skill development.
- May be carefully monitored and evaluated for academic credit.
- Provides adequate supervision in a reasonably safe environment with the necessary tools to perform the learning goals agreed upon for the duration of the internship.

An Internship is not:

- Free help.
- Meant to replace an employee.
- More than 20% busy work (filing, covering phone, errands).

How do employers benefit from an Internship Program?

One of the more significant advantages to providing internships is the opportunity to select and develop your future talent. You have the opportunity to evaluate and screen potential employees prior to making a full-time position offer, which leads to financial savings. Employers have reported converting more than half of eligible interns into full-time hires. If hired in a permanent position, previous interns assimilate faster to their new roles and have shorter learning curves than external hires.

Interns can:

- Provide freedom for professional staff to pursue creative or more advanced projects.
- Increase staff retention rate.
- Assist an organization in application of the latest strategies and techniques in the field.
- Maintain connections with colleges and increase visibility on campus.
- Promote community involvement -excellent public relations tool.
- Recruit other students and generate enthusiasm.
- Creates awareness of the field for future hires.
- Giving to the community by teaching the prospective work force.

Finding the right intern for your organization

High School: High School students are interested in developing interpersonal and professional skills. These skills will allow them to discover what areas they excel in, and they could potentially remain with the organization through college. This experience can also increase the students desire to graduate and pursue higher education in the future.

Undergraduate: An undergraduate intern could be beneficial for your organization because of their experience in and out of the classroom. They have an opportunity to apply things they've learned in their undergraduate curriculums into the workplace. Many students participate in internships to explore career niches and to develop their professional skills. Ideally an internship for a college student is an opportunity to network, enhance industry related and soft skills, leading from education to employment.

Graduate: Since these students have earned an undergraduate degree and are interested in advancing research and professional skills relevant to their career niche.

Career Changer: By transitioning to a new industry they are hoping to expand a professional network in this new field and incorporate their professional skills into your organization.

International: These are typically undergraduate or graduate students. There is no excessive paperwork needed to hire an international intern. International students do not need a green card to intern. Eligible students who maintain an F-1 or J-1 visa status are permitted to intern in their major field of study by federal regulation with permission from their representative Office of International Students and Scholars. These students benefit organizations because of their language advantage and their willingness to adapt to a different environment. The application process for International interns includes:

1. The student's academic advisor or Dean/Chairman of the department must complete the Curricular Practica Training Form (F-1) or Academic Training Certification Form (J-1).
2. Provide an original job offer letter on company letterhead that includes the following information (no faxes or e-mails will be accepted):
    a. Name of company
    b. Location of curricular practical training or academic training
    c. Salary information (optional)
    d. Number of hours per week (not to exceed 20 hours during while school is in session)
    e. Beginning and ending dates of the training
3. Student must submit all of the above documents for approval to the Office of International Students and Scholars (OISS).

Making an Internship Offer

When you feel you have found the candidate with the appropriate experience, professionalism, maturity and who is a mutually beneficial fit for the organization, make an offer. Just as in a permanent full-time job search, students may be applying and interviewing for internships with multiple organizations. Thus, it is best to make an offer as soon as a decision has been made. At this time, a work schedule should be set, compensation agreed upon, and appropriate paperwork completed for human resources need and the student's internship requirements.

Upon the acceptance of the offer, remove your internship from all places where it is posted (e.g., college/university web sites) to prevent further applications.

How do student interns benefit from an Internship Program?

Students are seeking opportunities that stimulate their interests and provide real-world experiences. A meaningful, purposeful internship program will:

- Ensure the assignment of challenging projects and tasks.
- Provide projects that complement academic programs and/or career interests.
- Give broad exposure to the organization (remember: this is a chance for them to personally develop and explore career possibilities).
- Provide adequate, reliable, and regular supervision and mentoring.
- Ensure interns are keeping pace and accomplishing goals.
- Orientation.
- Create a professional network.
- Industry relevance.
- Real life experience.
- Enable the intern to establish a profession network.

Learning Goals

At the start of the internship it is recommended that the supervisor and intern create a list of learning goals the intern hopes to complete. The learning goals serve as the academic and professional roadmap for the intern's semester/time with your organization. This activity helps to clearly identify the intern's learning objectives and how the intern plans to accomplish them. Creating these goals is also an opportune time to discuss work place requirements, intern responsibilities, and hours expected to complete (to earn credit). We ask our supervisors to take the time to meet with the interns during the first week of the internship to discuss and negotiate learning goals. ***(See end of document for sample learning goals).***

Providing an Intern Orientation to your Organization

It is very important that interns be warmly welcomed and introduced throughout your organization, just as you would welcome a new full-time employee. Not only are interns new to your organization, in many cases, they are new to the professional world of work.

If affiliated with a school: Many students are unfamiliar with the activities, environment and objectives of your organization. Even though your interns may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making nature of business. It is during the orientation and training that these issues and information about the organization are addressed.

The sooner your intern understands your organization and how it operates, the sooner he or she can assume assigned responsibilities and contribute. Expectations can vary based on the size of your organization, but in general, be sure to review:

- Hours
- Dress code
- Overall responsibilities
- How to cope with absenteeism
- Safety regulations and requirements

Designing Your Internship Program

Prior to hiring an intern, an employer must understand how interns will fit within the company's goals and culture. Since organizations vary in age, size, industry, and product, so too will internship activities.

Questions that may determine what kind of ***program*** will work best for you:

- What does your organization hope to gain from the program?
- Is your organization looking to fulfill a need on a specific project? Will this internship(s) encompass one major project, or entail a variety of small projects?
- What are the tools and workspace necessary to provide the student?
- What talents, academic background and experience do you want in an intern? Decide on qualifications early on to help you select the best candidate.
- Who will be primarily responsible for the intern(s)? Will that person be a mentor, supervisor, or both?

Learn about prospective Interns: Whether a high school student, college student or adult learner, we want to develop skills. The best way to know what skills an intern is hoping to gain is to interview.

It is important that employers realize that school and classes must remain a top priority for interns if they are a current student. The internship position should enhance their learning experience. Understand that for most interns this is a new experience and they may need support in balancing their schoolwork and internship. Agreeing on a set number of hours interns will work each week and offering flex-time for freedom to plan their schedules on a weekly basis are two ways to support balance.

Required hours/credit may vary by school but most interns typically complete 10-20 hours per week. The student intern should meet with an academic or internship advisor for further direction.

Role of an Internship Supervisor and Mentor

It's going to be important to identify a supervisor for your intern(s) who will familiarize them with the organization, provide assignments and serve as a "contact" person for questions. It's recommended that the intern supervisor be an expert in the type of work the intern(s) will be performing to provide the appropriate guidance for the intern's assignments. An intern supervisor's responsibilities will include:

- Taking part in an intern's application, screening, and interview process
- Conducting intern orientation
- Developing learning goals
- Meeting with an intern regularly to evaluate performance and if needs/goals are being met; and assessing the internship program's success

Role of a Mentor

In addition to the supervisor, a mentor may assist with transition into this new learning environment. This is done by answering general questions related to personal and professional growth, and sharing career knowledge leading to networking in the field.

The Stages of an Internship

Adapted from: Sweitzer, H.F. & King, M.A. (1999). The Successful Internship: Transformation & Empowerment

Some of the concerns and challenges interns face seem to occur in a predictable order. Each stage has its own obstacles and opportunities. There are concerns interns will have at each stage, and to some extent, those concerns must be resolved for them to move forward and continue learning and growing. However, the process of resolving the concerns is also a learning experience in and of itself. At each stage, there are important tasks that will help interns address the concerns. If these tasks go undone and the concerns are left unresolved, the intern can become stuck in a stage.

Rate of progress through the stages is affected by many factors, including the number of hours spent at the agency; previous internships or field experiences; your personality; the personal issues and levels of support you bring into the experience; the style of supervision and the nature of the work. The more you understand as a supervisor, the better the learning experience for the intern.

Anticipation

- Beginning of internship
- Anxiety- "What if"… Interaction with many people
- Level Task accomplishment low
- Definition of specific goals with consideration of skills needed to complete established goals
- Assumptions- need to examine and critique
- Development of good relationships with supervisor, co-workers, etc.

Disillusionment

- Gap between expectations for the internship and what is actually occurring
- Sometimes gaps small, others large
- "What if…" from previous stage has become "What's Wrong"
- Possibility for tremendous for personal and professional growth by working through problems

Confrontation

- To get past Disillusionment stage intern must face and study what is happening
- Failure to acknowledge and discuss problems can diminish learning experience, performance, etc
- May need to reevaluate goals- may be unrealistic or opportunities may have changed
- As issues raised in disillusionment are resolved, task and morale accomplishments will raise
- Must continue to confront and not get "frozen in the moment"
- Empowerment from knowing can grapple with problems effectively

Competence

- Morale high- trust in yourself
- Transition into "professional" from "apprentice"
- Good platform to demand more from self and assignment- increase work load, responsibility

Culmination

- May face a variety of feelings at this stage
- Pride in accomplishments, sadness in leaving
- Need to address emotions, find avenue to express them

Paying an Intern

- Wages for most internship opportunities are usually determined before the intern is hired and are not typically negotiated.
- Consider paying consistent wages to all interns within each department.
- Students in technical fields are generally paid more than nontechnical fields.
- Pay for interns often varies by location, type of industry, size of organization, etc.

Unpaid as Defined by the Department of Labor

If you are deciding between paid and unpaid internships, it is important to know if the U.S. Fair Labor Standards Act applies to your organization.

The U.S. Fair Labor Standards Act restricts employer's use of unpaid interns. This Act applies to businesses that have two or more employees directly engaged in interstate commerce as well as annual sales of $500,000 or more. Interns who qualify as trainees do not have to be paid. If you find you cannot pay your intern, you must meet these six criteria for determining trainee status (as determined by the U.S. Department of Labor):

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.

Other Forms of Benefits

Offering benefits may provide incentives for talented students to accept one internship position over another or increase the interns' commitment during the experience.

- Opportunity for academic credit from school
- Scholarships
- Housing assistance for those who relocate
- Professional Development Networking Events
- Time worked as an intern can accumulate and apply toward benefits if turned into a full-time employee after graduation
- Paid holidays (if already receiving compensation)
- Tuition reimbursement

Insurance Considerations

Employers, interns, parents and colleges/universities should be aware of insurance considerations:

- Accident/liability insurance: provided by the intern/parent/guardian (some organizations may require the school to provide liability insurance.)
- Automobile accident insurance: provided by the intern/parent/guardian.
- Health/Life insurance: provided by the intern/parent/guardian.
- Worker's compensation: does not apply for interns participating in non-paid internship experiences, but if injured at the internship site, should be covered by the intern/parent/guardian personal insurance. (Paid internships require that students be covered by worker's compensation.)

Loan Forgiveness for Internships

Rhode Island Student Loan Authority (RISLA) has launched a rewards program to encourage college students to pursue internships and help offset the fee that some students may incur to obtain credit for internships. Loan forgiveness will be awarded to qualifying borrowers on any non-federal loan held by RISLA. To be eligible the student must attend a RI institution of higher education, or be a RI resident and they must have a non-federal loan with RISLA. Internship requirements include:

- Internship must be after May 1, 2013
- Internship must be located in Rhode Island or out-of-state
- Paid or Unpaid
- Internship must be 3-credits and on transcript, validated by an institution of higher education
- Student graduates from their degree/certificate program

To apply: Download the application form from www.risla.com (Rewards Programs; Internship Rewards)

RI Work Immersion Program

The Governor's Workforce Board Work Immersion Program provides a 50% wage subsidy to RI employers that provide a qualifying paid internship to a RI college student. Internships must either provide college credit or receive an endorsement from the intern's college or university. The internships must pay between $7.75 and $20 per hour and can last from 45 to 200 hours. Businesses that hire interns at the end of the internships will receive additional wage reimbursement. For information on how to apply for the RI Work Immersion Program, contact the Governor's Workforce Board at 401-462-8860 or www.gwb.ri.gov.

Writing an Internship Posting Description

Employers are competing to gain a student's interest and stand out among the rest. When writing your posting, treat the description as an opportunity to showcase the internship. ***(See end of document for sample posting descriptions***).

Questions to consider *BEFORE* writing the position description:

- Why will students want to apply for your opportunity over others in the industry?
- Does your opportunity illustrate how it will be a unique experience?
- Do you fully define the benefits and incentives your organization can provide?

Writing an internship description is essential to recruiting the right individual. Write the description in clear, everyday language that will help the student understand the position and your organization culture. If the opportunity offers a broad exposure to many elements in your organization, be sure to state that in the description. Interns appreciate knowing the expectations upfront.

The essential components of an effective internship description include:

- Explain the organization's goals and mission
- Outline the intern's responsibilities and potential tasks/projects
  - Describe skills that will be developed
- Illustrate the necessary qualifications
  - Skills (computer, analytical, design, communications, etc.)
  - Education level (year, GPA, etc.) and Majors
- Clarify the duration of the internship
  - Hours required per week / semester (fall, spring, summer)
  - Flexibility with schedule or specific hours
- Note if it's paid or unpaid
- Specify how to apply - provide contact information

Posting Your Internship Online

Many campus career centers have databases that allow employers to post free job/internship opportunities. You can visit their sites for instruction in addition to posting on bridge.jobs.

bridge.jobs: bRIdge is a program that focuses on connecting employers and students in Rhode Island.

bRIdge is a program of the Rhode Island Student Loan Authority (RISLA) and RISLA's College Planning Center of Rhode Island. RISLA has joined up with Association of Independent Colleges and Universities of Rhode Island (AICURI), the Rhode Island Board of Governors for Higher Education (RIBGHE) and the Greater Providence Chamber of Commerce to bring together academia, business and community.

The goal of bRIdge is to match Rhode Island employers with talented students looking to gain valuable professional experience. Applying knowledge and skills acquired in college to a professional setting is a vital component of a student's college education. Individuals who gain relevant internship experience are better prepared for full-time employment after graduation and bring with them exposure to cutting edge practices and technology, new insights and philosophies, flexibility and a thirst for knowledge. The bRIdge website allows employers to post paid or unpaid internships online and directly reach out to a vast and talented pool of individuals.

If you have any questions about this program or if you need any assistance, please feel free to contact:

Adrian van Alphen
Director Employer Relations and Internship Development
Rhode Island Student Loan Authority 560 Jefferson Blvd Warwick, RI 02886
E-mail: avanalphen@risla.com
Office Phone: 401-468-1796
Fax: 401-468-2106

Retaining Talent in the State of Rhode Island

There are many ways to make the internship both memorable and engaging for both the intern and employer:

Social Activities: Whether it is employees and interns going out to lunch, or employees taking interns to a local baseball game, engaging in these activities provides a great opportunity to get to know one another on a more personal level. They also provide interns a chance to get to know other interns and employees with whom they have not worked. Many Rhode Island employers with successful internship programs state that their social activities are rated by interns as one of the top highlights of their experience.

Professional Development Activities: Allow interns to develop their professional skills by allowing them to sit in on meetings and work with employees in other departments for a day. Provide opportunities for interns to attend career development events/seminars in the community to learn new skills.

Common Internship Forms

Each school has learning agreement forms they may ask you to complete.

Mid Term and Final Evaluation

An internship can only be a true learning experience if constructive feedback is provided. An effective evaluation will focus on the interns' initial learning objectives identified at the start of the internship. Supervisors should take time to evaluate both the student's positive accomplishments and areas for improvement.

Interns will look to their mentors and/or supervisors to help them transition from the classroom to the workplace. It is recommended that mentors and/or supervisors regularly meet with interns to receive and provide feedback concerning their performance. During these meetings the students may:

- Report on a project's status
- Learn how their work is contributing to the organization
- Participate in evaluating their strengths
- Discuss areas needing growth and development
- Get insight about what work lies ahead

Typically supervisors are asked to evaluate interns at the midpoint and end of the internship. Employers are encouraged to review the internship with the intern before he or she leaves. Evaluations are helpful when determining the intern's success within the organization for future internships or employment upon graduation.

Conclusion

Thank you for your interest in supervising and mentoring an intern. Your participation provides interns the opportunity for both personal and professional growth. Interns and volunteers have been commended for their diligence, work ethic, and professionalism. We are confident that you will find them a welcomed addition to your staff. Representatives from experiential and career offices in every Rhode Island institution of higher education have come together to create this guide which will outline the basic fundamentals involved in designing an internship program, and illustrate the benefits of investing in an experiential learning program.

Intern Today, Employee Tomorrow: The Indiana Employer's Guide to Internships (n.d.). Retrieved from http://indianaintern.net/pdf/IIN-EmployersGuide1-11-1.pdf.

Employer's Guidebook to Developing a Successful Internship Program (n.d.). Retrieved from http://neded.org/files/businessdevelopment/internne/EmployerGuidebook_DevelopingSuccessfulInternshipProgram.pdf

SAMPLE: *PUBLIC RELATIONS* INTERNSHIP DESCRIPTION

CORPORATE PUBLIC RELATIONS COMPANY

PUBLIC RELATIONS INTERN
Internship Description: Are you the next PR Superstar? If so, you're going to need the skills and relevant work experience to get your foot in the door of your first public relations job.
We take great price in nurturing the up-and-coming public relations stars of tomorrow. Through our hands-on, year-round corporate public relations internship program, students compete for a unique opportunity to work alongside an award-winning public relations team that develops innovative global programs to help support the organization's organization growth, client retention and profitability.

WORK WITH A GLOBAL LEADER Established in Rhode Island 175 years ago, we are a $4.6 billion organization that insures more than one out of every three FORTUNE 1000 organization's and similar-sized organizations in nearly 200 countries. The organization, ranked 766 among FORTUNE Magazine's largest organization's in America, employs more than 5,100 people in 62 offices worldwide.

EXPERIENCE YOU WILL GAIN. Unlike internships at other organization's, our public relations interns gain meaningful, real-world experience in the four key areas that the most astute public relations practitioners demonstrate competency in research, planning, implementation and evaluation. You can expect to develop confidence and marketable skills by engaging in or assisting with many of the following activities:
- Preparing news releases, bylined articles, award nominations, fact sheets, executive biographies;
- Enhancing the organization's social media presence, corporate Web site, corporate Intranet;
- Participating in strategy meetings, conference calls, media interviews;
- Monitoring earned media coverage using the latest research tools;
- Publishing the organization's quarterly media coverage report;
- Supporting special events and site tours; and much more!

Qualifications: Only the best and brightest need apply
To be considered for the public relations Summer/Fall or Winter/Spring internship, you must:
- Maintain an overall GPA of 3.0 or higher;
- Major in public relations, communications, English, journalism or marketing;
- Plan to pursue a career in public relations; and
- Be a junior or senior in college
- Applicants are responsible for transportation to and from the internship experience

Hours are flexible and depend on the student's class schedule, course requirements (if applicable) and availability. • **Hours Per Week**: 40 • **Wage/ Salary:** paid

Application Instructions: The chosen candidate can expect to work full-time during summer 2012 and part-time (12-15 hours per week) during fall 2012.

SAMPLE: *MARKETING* INTERNSHIP DESCRIPTION

INSURANCE COMPANY

STUDENT INTERN-MARKETING DEPARTMENT
Internship Description: Our company has more than a century of experience as a personal lines insurance carrier. Consistently ranked highest in customer satisfaction by its policyholders, our company is strong, stable and financially secure.

Our office located in Lincoln, RI, is seeking an intern for our Marketing Department. This is a paid internship, and the working hours are 37.50 hours per week during the summer months. The selected candidate will be responsible for assisting and supporting the Marketing Department with a variety of social media and marketing initiatives.

Job Functions and Responsibilities:

Social Media focus includes:
Assist with social media engagement by helping manage social channels.
Drafting and editing copy for social channels.
Monitoring social media web analytics on a weekly basis (e.g. page views, twitter followers), and provide reports of growth and other activity.
Marketing/advertising focus includes:
Engaging with marketing teams on a regular basis to brainstorm ideas for new and innovative marketing and social media campaigns.
Assist with gathering data for marketing reports and supporting a variety of marketing and advertising programs.
General responsibilities include, but are not limited to:
Researching industry-specific sites (blogs, forums, etc) for product reviews, customer comments, and other relevant marketing information.
Maintaining marketing program files.

Job Requirements: Must have excellent written and verbal communication skills.
Knowledge and experience with Facebook, Twitter, YouTube and other social media platforms.
Strong attention to detail and organizational skills.
Property and casualty insurance knowledge a plus.
Our internship is designed for individuals who are currently enrolled at an accredited college/university and who will be continuing their undergraduate studies in the fall. Candidates should be seeking a Bachelor's degree in Marketing, Public Relations, Communications or Journalism.
All applicants must submit a cover letter
Transportation to and from the internship environment

Qualifications: Please see job description. • **Hours Per Week**: 37.5 • **Wage/ Salary:** hourly

SAMPLE: *COMMUNICATIONS / EDITORIAL* INTERNSHIP DESCRIPTION

MULTI-MEDIA NEWS ORGANIZATION

EDITORIAL INTERNSHIPS
Internship Description: We are a local multi-media news organization serving communities throughout Eastern Massachusetts. From more than 160 hyper-local websites, to magazines and specialty products, to 100 plus weekly and daily newspapers, we offer advertising solutions to both large and small organizations.

Internship opportunities exist at our locations throughout eastern Massachusetts in all areas of our organization. The internships offered provides an opportunity to experience a reporter's role and be part of a news team working both in print and online. An intern is assigned to an editor and during the course of the internship works closely with that editor to gather news, conduct interviews, write articles, and take photographs and video. Interns can expect to have their work published in print and online on a regular basis. An intern's hours are mutually agreed upon by the interns and his or her supervising editor, and should be between 15 and 20 hours per week for a period of four to twelve plus weeks.

Internships are unpaid. There is a weekly minimum hour's requirement of 8 hours for college students, but flexible schedules are available. Internships must be a requirement of the school for academic credits. Before you begin your internship, documentation from the school will be required stating how many credits you will receive, how many hours are you required to work per week, start and end dates of internship, and if your supervisor is required to fill out an evaluation.

You will need to provide a resume and cover letter which outlines your goals for an internship.

Qualifications: Journalism, English, Communication or Media Major in a Bachelor's Degree Program, Transportation • **Hours Per Week**: 8+, Flexible • **Wage/ Salary:** Unpaid
An Equal Opportunity Employer

SAMPLE: *PSYCHOLOGY* INTERNSHIP DESCRIPTION

YOUTH AND FAMILY SERVICES CORPORATION

BEHAVIOR SPECIALIST
Internship Description: We believe that every child has the right - and should have the opportunity - for full inclusion in life. In 1997, we established a Youth and Family Services Program to help children with disabilities learn the skills they need to become active, participating members of the larger community.

To support a child's development, we create individualized programs that are family-centered, recognizing that parents or guardians are a critical part of the implementation team. We bring together an interdisciplinary team that supports and works with families to fins positive ways to deal with the many challenges posed by a child's disabilities. Depending upon what services and expertise are needed, this support team can be comprised of an administrator, treatment consultant, clinical supervisor, treatment coordinator, and behavioral specialist.

Our Youth and Family Services Program is designed for eligible children ages 3-21 with special health care needs or who are at risk for chronic physical, developmental or behavioral conditions.

Our Home-Based Therapeutic Services include:
Behavior Management
Social & Daily Living Skills
Community Integration
Parenting Skills Training

Qualifications: * Must be 19 years old
* Must have an Associates Degree in human services or currently be enrolled in at least 6 semester hours of relavant undergraduate coursework at an accredited college/university
* Must have a favorable criminal background check
* Must have a valid driver's license and access to an insured vehicle
* Must have a favorable driving record • **Hours Per Week**: 20 •
Wage/ Salary: competitive

SAMPLE: *ENGINEERING* INTERNSHIP DESCRIPTION

TECHNICAL CAREER EDUCATION

TEST ENGINEERING INTERN
Internship Description: The Test Engineering Intern will be responsible for developing and executing physical and electrical performance testing to have more comprehensive characterization of fluid dispensing equipment. Essential job duties and responsibilities include: developing test plans to effectively evaluate dispense equipment (valve, dispenser, barrel) performances, selecting the test methodology and instrumentation required, setup the test equipment, execute tests, summarize their test results and conclude in a formal report format. Any other duties will be assigned.

Qualifications:

- Pursuit of a mechanical, industrial or electrical engineering bachelor's degree at least a junior in standing.
- Self-directed and motivated
- Technical Report Writing skills
- Proficient in Microsoft Office Preferred Skills and Abilities
- Familiar with Labview
- Familiar with National Instruments products
- Knowledge of physical and electrical measuring methods Working Conditions and Physical Demands Mixed Environment of office, laboratory and manufacturing. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Must be able to lift up to 20lbs daily and 40lbs on occasion.
- 10-15 hours per week availability, $17/hour
- Transportation to and from internship experience

The requirements listed above are representative of the knowledge, skill, and/or ability required. Reasonable accommodate may be made to enable individuals with disabilities to perform the essential functions.

Drug-Free Workplace in an effort to safeguard workplace health, safety, and productivity. Employment is contingent upon passing a post offer drug screening and background check. Fully committed to Equal Employment Opportunity and to attracting, retaining, developing and promoting the most qualified employees without regard to their race, gender, gender identity or expression, color, religion, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, or any other characteristic prohibited by state or local law.

SAMPLE *LEARNING GOALS: LEGAL*

Police Intern
Professional Objectives
Objective: To learn and understand the correct terminology and acronyms used by a police department.
Activities/Resources:

- Read filed police reports
- On-the-job training, experiences, projects, and activities
- Involve myself in discussions of current offenses on campus
- Attend meetings within the department
- Observe the professional officers in the department
- Read police handbook outside of internship hours so I can participate in discussions

Evidence:

- Include a reference guide of the terminology and coded abbreviations that I have learned throughout this internship.

Objective: To learn how to successfully clear a crime scene and take fingerprints from a perpetrator.
Activities/Resources:

- Observe the professional officers in the department; Seek professional mentor
- Conduct discussions with the officers in the department
- Read manuals and professional publications on each of the processes
- Attend training sessions
- Read filed police reports

Evidence:

- Include an annotated bibliography of material I have reviewed
- Include a mock scenario (case), developed mock diagrams and a descriptive narrative on how the scene was cleared
- Include a step-by-step visual guide on how to take fingerprints using myself as an example

Details
Duties include:

- Answer and record telephone calls coming into the station
- Ride-alongs with the officers around campus
- Attend court meetings and observe the trials
- Organize and file paper work
- Attend meetings and observe the officers at work
- Review police logs and arrests from previous day
- Attend department meetings to go over policies and review past logs

Internship Evaluation Methods (how your supervisor will evaluate your performance)

- Constant contact with my supervisor throughout the day
- Communication via e-mail and telephone calls
- Completion of university provided evaluation forms
- Reviews from other officers that I shadow throughout the day

Internship work days/hours

- Start date: September 10 End Date, December 3
- Monday, Wednesday, Friday from 12:00pm to 5:00pm
- Days and times are subject to change weekly, but the hours will amount to about 9 hours per week

SAMPLE *LEARNING GOALS: SCIENCE*

Mystic Aquarium Fish & Invertebrate Husbandry (Cold Water Aquarist Intern)
Professional Objectives
Objective: To facilitate research on the development of a new exhibit with co-existing species at Mystic Aquarium
Activities and Resources:

- To research local species of the Long Island Sound including their ideal water quality, potential predators or prey, possible toxicity and physical traits.
- Research local sponge species as the base of the exhibit, Including scientific and husbandry aspects.
- Develop (and present) a proposal, including photos, cited resources, and an explanation of the species of the exhibit and how it depicts the boulder reef of Long Island Sound.
- Replace existing tank and stock with Long Island Sound species

Evidence:

- Include a list of citations from scientific journal articles that describe each species habitat, physical properties, and chemical properties.
- Include original photos and descriptive captions depicting each selected species.
- Write up a report including information on each individual species, explaining how they co-exist in the Long Island Sound exhibit and in their natural ecosystem
- Include formal presentation and report of original project as presented to the Department of Fish and Invertebrates at Mystic Aquarium.

Objective: To learn proper maintenance of the discovery lab touch tank.
Activities and Resources:

- Maintain the filtration devices used to keep the exhibit clean.
- Inspection of the exhibit, by checking the water temperature, chiller temperature, UV light, and protein skimmer to be properly functioning.
- Routinely cleaning the algae along the glass as well as fingerprints, debris and other material that hinders the aesthetic appeal of the tank

Evidence:

- Include a step by step manual, for future interns, on how to properly maintain this tank.

Duties include:

- Scuba diving in off-site locations to collect species and record population data
- Clean and maintain Discovery Touch Tank
- Attend weekly intern educational meetings
- Participate in weekly staff meetings
- Educate the public visiting the Aquarium
- Research new possibilities for species introduction, new exhibits

Internship Evaluation Methods (how your supervisor will evaluate your performance)

- Constant contact with my supervisor throughout the day
- Communication via e-mail and telephone calls
- Completion of university provided evaluation forms

Internship work days/hours

- Start date: Tuesday, September 8th
- Tues, Wed, Thursday: 9:00 am to 4: 00 pm
- Days and times are subject to change weekly, but hours will total 200 total.

SAMPLE *LEARNING GOALS: WRITING*

Package Copy Editorial Intern
Professional Objectives with Activities/Resources, and Evidence

Objective: To create a tutorial for the trademark search process

Activities/Resources:

- View past TM search spreadsheets
- Save a TM search spreadsheet template
- Save links to databases used for TM searches
- Perform mock TM searches
- Do real TM searches and create spreadsheets
- Ask questions as they arise
- Ask co-workers for feedback

Evidence:

- Include tutorial for TM searches, including a template for spreadsheets
- Include in my portfolio copies of TM spreadsheets I have created

Objective: Create a mock copy document

Activities/Resources:

- Receive tutorial from co-worker
- Read existing copy-documents
- Save a copy document template for reference
- Create forward planning documents to set timelines for due dates
- Create copy documents
- Ask co-workers to proof read and offer to proof read for them

Evidence:

- Include in my portfolio a mock copy document (because I am legally unable to disclose actual projects)
- Compile a list of Brands that I worked with

Internship Details

Internship Duties: (actual job description)

- Brainstorm product names and taglines.
- Organize product names in an Excel spreadsheet.
- Perform preliminary trademark searches.
- Research relevant product and competitive information.
- Create and update copy documents.
- Proofread artwork and instructions.
- Create mood boards and other creative brainstorm thought-starters

Internship Evaluation Methods: The supervisor will ask the writing team to evaluate the intern based on their experience. According to the supervisor, an intern must…

- Have good attendance
- Communicate regularly with the writing team
- Complete tasks assigned by writers
- Stay busy and be proactive about finding projects to work on

Internship work days/hours:

- In office work on Tuesdays and Thursdays from 8am to 5:15pm
- Check email frequently
- Start on January 24 and end on April 26

SAMPLE *LEARNING GOALS: BUSINESS*

Service and Training Manager
PROFESSIONAL OBJECTIVES
Objective 1: To create an improved interviewing and hiring system that will lead to more accurate and relevant interviewing, lower turnover and a stronger team.
Activities/Resources:
- Evaluate current interviewing forms.
- Alter the forms to be more behaviorally based; create new forms if necessary.
- Determine desired qualities (experience, availability, customer focus, etc) and the importance of each characteristic.
- Determine the most effective way to determine the information from the applicant.

Evidence:
- Include data that highlights lower turnover in Quarter 4.
- Include original forms and procedures.

Objective 2: Create a more efficient system of training to provide a consistent, comprehensive New Employee Orientation to all associates in an engaging manner.
Activities/Resources:
-Create a system on training that is consistent for each new employee.
- Maintain a fun, engaging environment.
-Create an environment of trust and camaraderie.
-Get feedback from new associates for any alterations needed.

Evidence:
- Include an electronic version of the new training binder.

DETAILS
Duties include:
-Interviewing and hiring new associates
-Training new and existing employees on al best practices
-Give coaching and feedback to all associates regarding performance
-Meet Customer Experience Survey requirements (currently #3 in the district)
-Managing Old Navy Card Goals (Currently #9 in the district)

Evaluation methods:
-Daily communication with Store Manager
-Weekly meetings for evaluation and feedback
-Quarterly performance reviews

Expected workdays:
-Sunday 12-9pm
-Monday 8-5
-Tuesday 1-10pm
-Thursday 1-10pm
-Saturday 9-6
(Changes weekly, but always 5 9-hour shifts per week)
-Start date: January 23 End date: May 2

SAMPLE *LEARNING GOALS: COMMUNICATIONS*

Public Relations Intern

Professional Objectives

Objective: Provide constructive feedback and data to clients regarding the media hits received by their products

Activities/Resources:

- Find product placement in publications, such as magazines, newspapers, or online news websites
- "Clip" the article by taking screen shots of the article, or scan articles of print publications
- Edit the document to make it professional and organized
- Send the media hit to be reviewed by account executives

Evidence: Include a sample media hit in my portfolio.

Objective: Create industry-focused media lists to assist in reaching out to media professionals and recruiting additional accounts.

Activities/Resources:

- Review last year's media lists and update any changes to contact information
- Search for new contacts using the database *CisionPoint*
- Send to account executives for final editing

Evidence: Include an Excel spreadsheet of a media list in my portfolio.

Details

Duties include:

- Assist account executives by updating media lists, clipping product placement hits, and reaching out to media professionals
- Package samples of products to send to bloggers and editors
- Organize product samples to keep track of inventory
- Write product descriptions to include in holiday gift guides
- Update magazine subscriptions

Evaluation methods:

- Correspondence with supervisor/account executives via email and in person
- Record hours worked on eSilent Partner per account
- Completion of university provided evaluation forms

Expected Workdays

- Complete 10 hours per week for 10 weeks, totaling 100 hours for the semester
- Mondays and Wednesdays from 12pm-pm
- Start Date: September 10 End Date: November 28
- **Hours are flexible with regard to holidays or mandatory school functions