

CATAWBA COLLEGE

CAREER SERVICES

EMPLOYER GUIDE TO INTERNSHIPS

Thank you for your interest in hosting a Catawba College student for an internship. This internship guide was developed to provide information and practical steps needed to create an effective and valuable internship for both employers and students.

What is an Internship?

According to National Association of Colleges and Employers (NACE) the definition of an **internship** is 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 are designed to give students an opportunity to obtain work experience outside of the classroom, and test the practical application of classroom theories in a “real world” setting. Internships are generally guided by an onsite agency supervisor in conjunction with a faculty supervisor.

An internship offers students the chance to not only develop industry experience and knowledge, it also assist students with obtaining transferable work skills that are beneficial in any professional work setting. Internships vary in hours and can be paid or unpaid.

Why Hire A Catawba College Intern?

In any economy, businesses and organizations have a variety of staffing needs. Some employers have dormant projects, waiting for attention from overworked staff members. While others have seasonal needs that disrupt the productivity of the staff. All organizations want to hire the best and brightest new staff. Employers reap many benefits from hiring interns, including:

- Meet short term project needs
- Meet seasonal changes in staffing needs
- Bring new, innovative ideas to the workplace
- Base permanent hire decisions on knowledge and observation of candidate’s work, rather than merely on interview interaction
- Increase awareness of your organization on campus to attract additional qualified full-time and internship candidates
- Freedom for professional staff to pursue more creative projects
- Flexible, cost-effective work force not requiring a long-term employer commitment
- Opportunity to contribute to the professional development of undergraduate students

Developing a High Quality Internship

Set Goals: What does your company hope to achieve from the program? Are you a small company searching for additional help on a project? Is your company growing quickly and having difficulty finding motivated new employees? Are you a nonprofit that doesn't have a lot of money to pay, but can provide an interesting and rewarding experience? Is your organization searching out new employees with management potential? A careful discussion with management in the organization can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. As many staffing professionals may know, in order for a program to be successful, it will require the commitment of management. After all, management may be the people providing the internship experience.



Develop a Solid Internship Plan: Documenting the details of your plan will help you recruit a great intern, ensure a positive experience for your organization, and sustain the internship program. When creating the internship plan be sure to address these questions:

What will the intern do? Be as specific as possible in regard to projects to be completed, committees or meetings the student can join/observe, etc. While some interns will spend a portion of their time on clerical work, it is expected that the majority of their time be spent on professional work – not administrative.

Who will supervise the intern? A professional staff member should be chosen to serve as the point person for the intern. This person will be the contact with the intern's college, provide leadership and direction for the intern, and evaluate the intern throughout and at the end of the experience. Choose someone who is committed to teaching and mentoring a new professional (and has the time to do so).

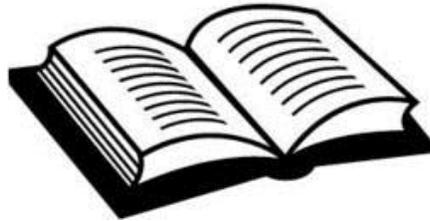
What qualifications do you want the intern to have? Think about the skills you'll need this intern to bring to the position – technical/ computer skills, communication skills, teamwork, etc. Please know that listing a GPA requirement is not necessarily a predictor of success on the job. You might be ruling out a qualified, hard-working student based on a few academic setbacks they encountered.

What type of experience and training options can you offer an intern? Decide how the intern will be trained and who in the organization will be involved. Try to find ways for the intern to interact with other staff in the department and other departments in the organization. Seek ways to assimilate them into the organization – lunches with executives, attending/observing meetings, shadowing sales calls, etc.

Will you pay the intern? Most students work part-time to contribute to college expenses and would be unable to leave a part-time position for an unpaid internship. Offering a wage for the

internship program will ensure you are attracting the best candidates. If you are unable to make a salary commitment, at least find ways to help the student cover his internship-related expenses (mileage, parking, lunch) or pay a stipend at the end of the internship.

Remember, students listen to other students. A good intern experience will reap you much positive word of mouth on campus while a negative experience will make it more difficult for you to recruit future interns or permanent hires



Legal Policies & Information

CATAWBA COLLEGE NON DISCRIMINATION POLICY

Catawba College is committed to diversity and inclusion. In adherence with applicable laws and as provided by College policies, this institution prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status. Additionally, Catawba College promotes equal employment opportunity for women, minorities, persons with disabilities, and veterans through its affirmative action program. Individuals with disabilities or special print-related needs may contact Counseling and Disability Services within Student Affairs at (704) 637-4410 for more information.

CATAWBA COLLEGE EQUAL EMPLOYMENT OPPORTUNITY POLICY

Catawba College committed to affirmative action and equal employment opportunity. The policy of equality extends to both the employment practices and administration of programs and activities within the College It applies (1) to persons seeking employment and those employed, and (2) to persons who wish to participate in and benefit from programs and activities, along with those who are now participants.

Catawba College complies with the Americans with Disabilities Act (ADA) and all other applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. The policy of equality extends to both the employment practices and administration of programs and activities within the College It applies (1) to persons seeking employment and those employed, and (2) to persons who wish to participate in and benefit from programs and activities, along with those who are now participants.

DEPARTMENT OF LABOR GUIDELINES

The U.S. Department of Labor has established a strict set of guidelines for employers hosting interns in the for-profit sector. When a for-profit employer hires an unpaid intern, all six of the following criteria must be met.

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training that 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.
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

*Please review the Fair Labor Standards Act U.S. Department of Labor Fact Sheet #71 on page



International Student Labor Laws

International Students The most common visa type's employers will see on college campuses, when recruiting international students for either full-time or internship positions are the F-1 and J-1 visas. "An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. This is the most common nonimmigrant visa for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program and 12 months of post program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa. Authorization for employment is strictly limited to certain situations.

- The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.

- Curricular Practical Training: An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The INS defines this type of training as ‘alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.
- Post-Completion Practical Training: This is temporary employment directly related to the student’s major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part time work. Those on a student visa can only gain authorization once for this type of training.”

The above information is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers (NACE). Reprinted with permission of the National Association of Colleges and Employers, copyright holder. For more information on these and other legal issues related to hiring, see the NACE website at www.naceweb.org.

Please note: Students may not begin working until INS authorization is received. This process may take up to ten weeks or longer. Employers can take advantage of a 13 nationwide service provider who handles all the necessary paperwork and processing for international students to work in an organization.

The largest provider is: Immigration Support Services 2215 Millennium Way Enola, PA 17025

Phone: 800-437-7313 www.immigrationsupport.com

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

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-

free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

Footnotes

¹ - The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² - E.g., *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Student Expectations:

- Locating an agency that is willing to provide an internship experience
- Obtaining all required documentation from site supervisor
- Submitting all required documentation to faculty advisor, and director of internships
- Abiding by all Internship Handbook and Agency regulations, conditions of health and safety, legal and employee (dress, working hours, etc.) requirements will apply to the student intern.
- Keeping the Agency Supervisor informed of all problems, difficulties or delays encountered during his/her work experiences.
- Acting professionally commensurate with his/her status as a worker as required by the agency and in a manner representative of the ideals of Catawba College. Inappropriate and/or unethical conduct (tardiness, absences, alcohol or drug use, inappropriate dress, insubordination, etc.) exhibited while engaged in the internship assignment may result in dismissal from the agency and be assigned a grade of Unsatisfactory for the course.
- Students must complete the internship in the same semester in which it is registered for.
- Ensuring Internship site is approved by the Internship Faculty Supervisor & Internship Director prior to placement.
- The student is expected to bear all expenses related to living in the area of the internship and to work out his/her satisfactory housing arrangements in order to be able to carry out assignments as required.
- It is recommended that the student visit the area of placement in advance and make living arrangements. Agency personnel may be able to assist in locating housing possibilities. Students must make their own transportation arrangements.

Employer Expectations:

- Student interns may be paid, in the form of an honorarium, stipend, donation, or regular payroll, by the agency during the time they are completing their internship. If student is unpaid, company must adhere to laws of Fair Labor Standards Act <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>
- The student intern's work must be directly related to his/her field of study and individual interest.
- The Agency Supervisor will provide the student intern with a written evaluation of his/her job performance by the required deadline

Faculty Expectations:

- Faculty Supervisors will be responsible for contacting the Agency Supervisor by phone during the internship. Additional contacts with the Agency Supervisor by email are encouraged.

- Faculty Supervisors will be responsible for maintaining frequent contact with the student intern. It is recommended that the Faculty Supervisor contact the intern within the first 10 days of the internship and by email or phone every two weeks thereafter
- Faculty Supervisors will be responsible for evaluating journal reports, providing immediate feedback to the intern within three to five days.
- Faculty Supervisors are expected to provide appropriate oversight, advice, and mentoring to the student interns.

Director of Internships Expectations:

- Director of internship will maintain site contact documentation for reporting and record keeping purposes.
- Director of internship will send student and employer satisfaction surveys to all students completing internships for academic credit
- Director of internship will investigate and be responsible for contacting the site supervisor regarding any internship issues.
- Director of internship will complete in person visits if time and site location permits.

TOP TEN CONCERNS OF INTERNS

1. **Give us real work!**

It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.

2. **Do what you say, and say what you do!**

Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will research a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.

3. **We like feedback!**

Remember that interns are students, and they may not have the business skills and experiences that we take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future. It is important that feedback be constant and continuous.

4. **We want to be included too!**

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.

5. **Please explain.**

When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. **I want a mentor!**

Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.

7. **A minute of your time please.**

The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor. If the busiest person in the

office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

8. **Ready to be received!**

That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming. Employers should properly train current staff to embrace interns and be prepared to assist them with getting acclimated to the workforce.

9. **I'd like to have a seat!**

Many employers hire an intern and don't think about the operations of housing an intern. Please remember that they will need a desk, chair, phone and computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. Supplying interns with adequate workspace with increase productivity.

10. **Show me the money (as best you can).**

While each internship is different, and each industry has its own standards, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.



MANAGING INTERNS

Because interns are part employee – part student, managing them takes special attention. The same care and orientation should be given an intern as a permanent hire. Remember that not only are these students new employees in your organization, this internship may be among their first professional experiences. Use the tips ensure a smooth transition for both you and your intern.

Provide an Orientation.

Take time the first day to orient the intern to the office, introducing your intern to other staff members and providing an overview of the organization hierarchy. It is helpful to identify particular staff members the interns should go to for help with office procedures and other questions if their supervisor is not available. Even simple gestures like pointing out the restroom and break room will make the intern feel welcome.

Company Basics

A good first step in helping the intern understand the organization is to supply information in the form of websites, manuals, newsletters and other literature that will help the intern understand the organization and industry in which they now work. Be sure to help the intern understand corporate culture as much as possible.

Provide Adequate Resources.

A desk, computer, phone, and a small selection of office supplies, the intern will make them more effective and comfortable.

Set Expectations.

During the first week, discuss your expectations of the student's performance and his expectations of the internship experience. Write down these expectations and review them on a regular basis. Having an open discussion about these items at the beginning of the experience will help both parties stay on track and will result in a more positive experience.

Offer Clear Directions.

In addition to a well-written position description, an intern will need, especially at first, very clear instructions on tasks to complete. Help the intern learn by giving background behind a particular project, teaching him about the purpose of the project and inviting his questions. Assigning the right amount and type of work is a challenging part of supervising an intern. Be sure to provide challenging projects from the beginning; interns that are underutilized often feel unneeded. Watch for signs that they are confused or bored – they might not verbalize their concerns.

Provide Feedback

Interns need feedback on their work on a project basis and also midway through and at the conclusion of the internship. As with any evaluation, make sure you point out both positive elements of the intern's work and points that can be improved upon. Give the intern time to ask questions and clarify expectations. Having at least one evaluation in writing will provide quantitative feedback and help with your record keeping. Consider requiring the intern to evaluate his internship experience so you can make internal changes to your program.



INTERN ORIENTATION CHECKLIST

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

Explain the Mission of the Organization

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

Explain the Organizational Structure

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

Outline Organizational Rules, Policies, Decorum and Expectations

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

Define the Intern's Responsibilities

- What is the intern's role?
- What projects will be assigned to him or her?
- What resources are available to the intern?

- What training is necessary?
- How does the organization want the intern to deal with clients and vendors?
- What tasks can be completed without supervisory approval?
- Do other employees understand the intern's role?

Monitor the Intern's Adjustment and Understanding of What is expected

Make yourself visibly available to the intern

Assign someone who can periodically "check-in" with the intern

Provide feedback and constructive criticism

Request that the intern to ask questions

Communicate with appropriate University staff

NOTES:

This page reserved for additional notes



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