



EMPLOYER INTERNSHIP HANDBOOK

CLEMSON[®] INTERNSHIP PROGRAMS

Part of Clemson's Center for Career and
Professional Development

Information and practical steps needed to create an
effective and beneficial internship for employers and their intern.

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INTERNSHIP OVERVIEW

An internship is a well-defined short-term work/learning experience to help students prepare for a chosen career field. With intentional learning goals, supervision, and evaluation, interns apply their classroom learning to “real world” experiences, enhancing their education and adding value to the employer.

Students participate in projects or work alongside practicing professionals as they tackle day-to-day challenges. and special projects.

Internship characteristics include:

- Most internships last one semester (14 to 16 weeks) or one summer (10 to 14 weeks).
- Most internships are paid, but some internships are voluntary depending on the organization and industry. Average intern salaries range from \$10-\$14 per hour for non-technical majors and \$14-\$20 for technical majors.
- Some academic departments award course credit, and some departments even require an internship experience. Students can also enroll in the zero credit hour Career Center Internship class (INT 2010), which will maintain their status as a full-time student.

Clemson offers three types of internships for students:

1. Not for academic credit - The internship is directly related to the student’s major and is project related. With this option, students can enroll in the zero credit hour Career Center Off-Campus Internship Class (part-time INT 1010 or full-time INT 2010, which will maintain their status as a full time student).
2. Required by the department, not for academic credit - The academic department will contact the employer regarding goals and procedures that are required.
3. For academic credit - The student and the internship provider will develop the specific structure of the internship before the internship begins. Then the academic department must approve the structure of the internship. The academic departments handle granting credit for an internship.

WHY HIRE CLEMSON IN-

In any economy, businesses and organizations of all types have a variety of staffing needs. Some employers have dormant projects, just 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 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
- Avoid a long-term budget commitment necessary for permanent hires or co-ops



DIFFERENCES BETWEEN INTERNSHIPS AND CO-OP ASSIGNMENTS

INTERNSHIPS	CO-OP ASSIGNMENTS
<p>The Center for Career and Professional Development coordinates internships for all majors. Employers can post their internships, interview students on campus, or view electronic resume books via ClemsonJobLink, an on-line job listing service.</p> <p>Contact: 864.656.6000, Recruit-L@clemson.edu http://career.clemson.edu</p>	<p>The Cooperative Education Program is designed to provide the student with an opportunity to learn under a mentor in his or her field of study. Students are employed full-time, with pay, by companies who participate in the program as teaching partners. Co-op students select a schedule of companies to interview. About 95% of co-op students match with a teaching partner.</p> <p>Contact: 864.656.3150 http://www.clemson.edu/coop</p>
<p>Length: Students will complete their internship either part-time or full-time.</p> <ol style="list-style-type: none"> 1. Fall or Spring: Internships are offered during these semester run 14-16 weeks. 2. Summer: Internships during the summer occur for 10-14 weeks. 	<p>Length: For engineering students, a minimum of...</p> <ul style="list-style-type: none"> • 3 Rotations <ul style="list-style-type: none"> -Two 18-Week Semesters -One Summer Semester <p>For non-engineering students, a minimum of...</p> <ul style="list-style-type: none"> • 2 Rotations <ul style="list-style-type: none"> -One 18-week Semester -One Summer Semester <p>Common for non-engineering students, such as Packaging Science and Business students, to complete back-to-back rotations</p>
<p>Assignments: Interns enhance their career development while exploring interests and gaining work experience related to their field of study. Internships involve a project that relates to a student's major and career interest.</p>	<p>Assignments: Students' experiences are monitored and evaluated by one of the academic staff of co-op advisors to ensure a successful teaching and learning process. Engineering co-op students secure at least 1 year of full-time experience by</p>
<p>Compensation: Most positions are paid, but some will be voluntary depending on the field.</p> <p>Information on federal minimum wage can be found at http://www.wagehour.dol.gov/</p>	<p>Compensation: Co-op assignments are paid positions. Of the co-op assignments that will require students to relocate, most provide assistance with housing. Some teaching partners provide other benefits, such as paid leave.</p>
<p>Location: Most interns are in the southeast, with some are in other areas. Companies are often willing to assist with locating housing and in some cases will contribute to housing expenses.</p>	<p>Location: More than half of co-op assignments are in South Carolina, but there are co-op students on assignment throughout the United States. A small number of assignments are located in other countries.</p>
<p>Eligibility: Varies. Employers determine necessary qualifications.</p>	<p>Eligibility: A minimum Clemson University GPA of 2.5 is required to be eligible to enter the program, although some companies require higher GPA.</p>
<p>Important dates: The Career Fairs are excellent recruiting tools and are held in mid September and mid February each year.</p>	<p>Important dates: The Co-op Interview Days event is held in October and March. Students enter the program the semester before their starting rotation. The Co-op Program has more than 300 company teaching partners and approximately one-third of these companies come to campus each semester to interview students for their open co-op assignments.</p>
<p>Courses Offered:</p> <ol style="list-style-type: none"> 1. Various classes/credit dependent on major 2. INT 1010 Part-Time 0 Credit Hours 3. INT 2010 Full-Time 0 Credit Hours 	<p>Courses Offered:</p> <p>There are multiple Co-op Program courses. A co-op advisor will guide the student regarding the appropriate course selection. Students must satisfy certain requirements to receive a grade of Pass for each course.</p>

MAJOR/ (Requirements)	COURSE	CREDIT
College of Agriculture, Forestry, and Life Sciences		
Agribusiness	INT 1010/2010	0 Hours
Agricultural Education (400 level classes)	AGED 4070	12 Hours
Agricultural Mechanization and Business	INT 1010/2010	0 Hours
Animal and Veterinary Sciences	AVS 3900	1-3 Hours
Environmental & Natural Resources	INT 1010/2010	0 Hours
Food Science and Human Nutrition	INT 1010/2010	0 Hours
Forest Resource Management	Summer Camp	7 Hours
Horticulture	HORT 2710/4710	1-6 Hours
Packaging Science (15 weeks required)	COOP 1010, INT 1010/2010	0 Hours
Plant and Environmental Sciences	INT 1010/2010	0 Hours
Preveterinary Medicine	INT 1010/2010	0 Hours
Turfgrass	INT 1010/2010	0 Hours
Wildlife and Fisheries Biology	INT 1010/2010	0 Hours
College of Architecture, Arts, and Humanities		
Architecture	ARCH 4890	1-3 Hours
Art	INT 1010/2010	0 Hours
Construction Science and Management (800 Hour Log)	CSM 4500	1-3/0 Hours
English	ENGL 4990	3 Hours
History	HIST 2020	1-3 Hours
Landscape Architecture	LARC 2930	1-3 Hours
	LARC 4930	1-3 Hours
Language and International Health (FT & class requirement)	LIT 4000	0-6 Hours
	LIT 4020	0-6 Hours
Language and International Trade (FT & class requirement)	LIT 4000	0-3 X 2 Hours
	LIT 4020	0-3 X 2 Hours
Modern Languages	INT 1010/2010	0 Hours
Pan African Studies	INT 1010/2010	0 Hours
Philosophy	INT 1010/2010	0 Hours
Production Studies in Performing Arts	PA 2790	1 Hours
Religious Studies	INT 1010/2010	0 Hours
Womens Leadership	INT 1010/2010	0 Hours
World Cinema	INT 1010/2010	0 Hours
College of Behavioral, Social and Health Science		
Anthropology	INT 1010/2010	0 Hours
Communication	COMM 3900	3 Hours
Health Science (Junior/2.0 GPR)	HLTH 4200	4 Hours
Justice Studies	JUST 4920	9 Hours
Nursing	INT 1010/2010	0 Hours
Parks, Recreation & Tourism Mngmt. (Senior/2.0 GPR)	PRTM 4040/4050	6 Hours
(Sophomore/90 hrs.)	PRTM 2060/2070	1 Hour
Political Science	POSC 3100	1-3 Hours
Psychology	PSYC 4930/4970	3/1-4 Hours
Sociology	SOC 4980	3 Hours
Sports Communication	INT 1010/2010	0 Hours
Youth Development Studies	YDP 4990	3 Hours

<u>MAJOR/ (Requirements)</u>	<u>COURSE</u>	<u>CREDIT</u>
College of Business		
Accounting (Junior status)	ACCT 3990	1-3 Hours
Economics	ECON 4980	3 Hours
Financial Management (Junior status)	FIN 3990	1-3 Hours
Graphic Communications	COOP 1010/GC 3500	1 Hour
	COOP 1020/G C 450	1 Hour
	COOP 1030/G C 455	1 Hour
Management	MGT 3980	1-3 Hours
Marketing (10 wks F-T for credit)	MKT3990	3 Hours
College of Engineering, Computing and Applied Science		
Bioengineering	COOP 1010, INT 1010/2010	0 Hours
Biosystems Engineering	COOP 1010, INT 1010/2010	0 Hours
Chemical Engineering	COOP 1010, INT 1010/2010	0 Hours
Civil Engineering	COOP 1010, INT 1010/2010	0 Hours
Computer Engineering	COOP 1010, INT 1010/2010	0 Hours
Computer Information Systems	COOP 1010, INT 1010/2010	0 Hours
Computer Science	COOP 1010, INT 1010/2010	0 Hours
Electrical Engineering	COOP 1010, INT 1010/2010	0 Hours
Enviromental Engineering	COOP 1010, INT 1010/2010	0 Hours
Geology	COOP 1010, INT 1010/2010	0 Hours
Industrial Engineering	COOP 1010, INT 1010/2010	0 Hours
Material Science and Engineering	COOP 1010, INT 1010/2010	0 Hours
Mechanical Engineering	COOP 1010, INT 1010/2010	0 Hours
College of Education		
Early Childhood Education (400 level classes, Praxis test)	EDEC 4840	12 Hours
Elementary Education (400 level classes, Praxis test)	EDEL 4830	12 Hours
Mathematics Teaching (400 level classes, Praxis test)	EDSC 4460	9 Hours
Science Teaching (400 level classes, Praxis test)	EDSC 4470	9 Hours
Biological Sciences (400 level classes, Praxis test)	EDSC 4470	9 Hours
Earth Sciences (400 level classes, Praxis test)	EDSC 4470	9 Hours
Physical Sciences (400 level classes, Praxis test)	EDSC 4470	9 Hours
Secondary Education (400 level classes, Praxis test)	EDSC 4170	9 Hours
English (400 level classes, Praxis test)	EDSC 4440	9 Hours
History & Geography (400 level classes, Praxis test)	EDSC 4480	9 Hours
Mathematics (400 level classes, Praxis test)	EDSC 4460	9 Hours
Modern Languages (400 level classes, Praxis test)	EDSC 4120	12 Hours
Political Science & Econ.(400 level classes, Praxis)	EDSC 4480	9 Hours
Psychology & Sociology (400 level classes, Praxis)	EDSC 4480	12 Hours
Special Education (400 level classes, Praxis test)	EDSP 4980	12 Hours
College of Science		
Biochemistry	INT 1010/2010	0 Hours
Biological Sciences	BIOL 4920	1-4 Hours
Chemistry	COOP 1010, INT 1010/2010	0 Hours
Genetics	INT 1010/2010	0 Hours
Mathematical Sciences	COOP 1010, INT 1010/2010	0 Hours
Microbiology	INT 1010/2010	0 Hours
Physics	COOP 1010, INT 1010/2010	0 Hours
Prepharmacy	INT 1010/2010	0 Hours
Preprofessional Health Studies	INT 1010/2010	0 Hours
Prerabilitation Science	INT 1010/2010	0 Hours

Clemson University is committed to its distinct population of graduate students. Clemson offers over 100 different graduate programs of study in everything from Packaging Science and Environment Toxicology to Marketing and Psychology. With a graduate population of over 4,400 students from around the world, there are numerous students actively looking for internships to gain real-world experience while using their educational background.

Some graduate programs at Clemson have their own specific course codes that are required to obtain their degree. Students who do not have an internship course required through their degree often look for internships outside of their coursework. Many of the sciences and engineering programs have a heavy research component, which may limit the time for an internship.

As Clemson's Center for Career and Professional Development, we are dedicated to enhancing the professional and educational aspirations of our graduate students, as well as our undergraduates. We have experienced increasing numbers among our graduate student population that are looking for an internship experience. Thus, we encourage you to consider creating internship positions for graduate students who may be able to bring more advanced ideas to your organization. These students are deeply immersed in their coursework and eager to apply their knowledge.

Listed on the following page, you will find a list of our graduate programs. Some of those programs have an internship course code, others do not. Even though the program may not have a specific code, students within those programs are still looking for internships.

For graduate students that are interested in enrolling in a semester or summer course and need to maintain "full time student status", Clemson's Center for Career and Professional Development offers a zero credit hour course (INT 8010).





INTERNSHIPS BY GRADUATE STUDY AT CLEMSON UNIVERSITY*

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

<u>Area of Study/ [Possible Degrees]</u>	<u>COURSE</u>	<u>CREDIT</u>
College of Agriculture, Forestry, and Life Sciences		
Agricultural Education [MAgEd]	AGED 7360/7370	3 Hours
Animal and Veterinary Sciences [MS, PhD]	INT 8010	0 Hours
Entomology [MS & PhD]	INT 8010	0 Hours
Environmental Toxicology [MS & PhD]	INT 8010	0 Hours
Food, Nutrition, and Culinary Sciences [MS]	NUTR 8060	1-6 Hours
Food Technology [PhD]	INT 8010	0 Hours
Forest Resources [MFR, MS, & PhD]	INT 8010	0 Hours
Microbiology [MS & PhD]	INT 8010	0 Hours
Packaging Science [MS]	INT 8010	0 Hours
Plant and Environmental Sciences [MS & PhD]	INT 8010	0 Hours
Wildlife and Fisheries Biology [MS & PhD]	INT 8010	0 Hours
College of Architecture, Arts, and Humanities		
Architecture [MArch & MS]	INT 8010	0 Hours
Architecture and Health [MArch]	INT 8010	0 Hours
City and Regional Planning [MCRP]	CRP 8930	1 Hour
Communication, Technology, and Society [MA]	INT 8010	0 Hours
Construction Science and Management [MCSM & Certificate]	INT 8010	0 Hours
English [MA]	INT 8010	0 Hours
English for Speakers of Other Languages [Certificate]	INT 8010	0 Hours
Historic Preservation [MS & MSHP]	HP 8000	1-3 Hours
History [MA]	HIST 8930 /8940	3 Hours
Landscape Architecture [MLA]	INT 8010	0 Hours
Planning, Design, & the Built Environment [PhD]	INT 8010	0 Hours
Professional Communication [MA]	INT 8010	0 Hours
Real Estate Development [MRED]	RED 8110	3 Hours
Rhetorics, Communication and Information Design [PhD]	INT 8010	0 Hours
Visual Arts [MFA]	INT 8010	0 Hours
College of Behavioral, Social, and Health Sciences		
Applied Health Research and Evaluation [MS, PhD]	INT 8010	0 Hours
Applied Psychology [MS]	INT 8010	0 Hours
Applied Sociology [MS]	SOC 8950	3-6 Hours
Clinical and Translational Research [Certificate]	INT 8010	0 Hours
Health Communication [Certificate]	INT 8010	0 Hours
Healthcare Genetics [PhD]	INT 8010	0 Hours
Human Factors Psychology [PhP]	INT 8010	0 Hours
Industrial/Organizational Psychology [PhD]	INT 8010	0 Hours
International Family and Community Studies [Certificate, PhD]	INT 8010	0 Hours
International Parks and Tourism [Certificate]	INT 8010	0 Hours
Nursing [MS]	NURS 8470	3 Hours
Parks, Recreation & Tourism Management [MPRTM, MS, PhD]	PRTM 7050	1-3 Hours
College of Business		
Accounting [MPAcc]	INT 8010	0 Hours
Applied Economics and Statistics [MS]	APEC 8810	1-6 Hours
Business Administration [MBA, PhD]	MBA 8880	1-3 Hours
Economics [MA, PhD]	INT 8010	0 Hours
Graphic Communications [MS]	GC 8500	1 Hour
Management [MS]	INT 8010	0 Hours
Marketing [MS]	INT 8010	0 Hours
Public Administration [MPA, Certificate]	INT 8010	0 Hours
Public Management [Certificate]	INT 8010	0 Hours
Technology Entrepreneurship [Certificate]	INT 8010	0 Hours

<u>Area of Study/ [Possible Degrees]</u>	<u>COURSE</u>	<u>CREDIT</u>
College of Education		
Administration and Supervision [MEd, EdS]	INT 8010	0 Hours
Athletic Leadership [MS, Certificate]	INT 8010	0 Hours
Counselor Education		
Clinical Mental Health [MEd, EdS]	EDC 8360/846	1-6 Hours
School Counseling Emphasis [MEd, EdS]	EDC 8300/8410	1-6 Hours
Student Affairs Emphasis [MEd]	EDC 8340/8440	1-6 Hours
Curriculum and Instruction [PhD]	EDF 9800	1-6 Hours
Education Leadership [PhD & P-12]	EDL 9850	3 Hours
Human Resource Development [MHRD]	INT 8010	0 Hours
Learning Sciences [PhD]	INT 8010	0 Hours
Literacy or Literacy, Language and Culture [MEd & PhD]	INT 8010	0 Hours
Middle Level Education [MAT]	EDSEC 8210	3 Hours
	EDSEC 8220	3 Hours
	EDSEC 8230	3 Hours
	EDSEC 8240	3 Hours
Secondary Education [MAT]	INT 8010	0 Hours
Special Education [MAT, PhD]	INT 8010	0 Hours
Teaching and Learning [MEd]	INT 8010	0 Hours
Youth Development Leadership [MS, Certificate]	INT 8010	0 Hours
College of Engineering, Computing and Applied Science		
Advanced Power Systems [Certificate]	INT 8010	0 Hours
Automotive Engineering [MS & PhD]	INT 8010	0 Hours
Bioengineering [MS & PhD]	BIOE 8900	1-5 Hours
Biomedical Engineering [MEngr]	INT 8010	0 Hours
Biosystems Engineering [MS & PhD]	INT 8010	0 Hours
Chemical Engineering [MS & PhD]	INT 8010	0 Hours
Civil Engineering [MS & PhD]	INT 8010	0 Hours
Computer Engineering [MS & PhD]	INT 8010	0 Hours
Computer Science [MS & PhD]	INT 8010	0 Hours
Digital Production Arts [MFA]	INT 8010	0 Hours
EE&S=Environmental Health Pysics [MS]	INT 8010	0 Hours
Electrical Engineering [MEngr, MS & PhD]	INT 8010	0 Hours
Engineering and Science Education [Certification & PhD]	INT 8010	0 Hours
Environmental Engineering And Science [MS, PhD]	INT 8010	0 Hours
Human Centered Computing [PhD]	INT 8010	0 Hours
Hydrogeology [MS]	INT 8010	0 Hours
Industrial Engineering [MEngr, MS & PhD]	INT 8010	0 Hours
Materials Sciences and Engineering [MS & PhD]	INT 8010	0 Hours
Mechanical Engineering [MS & PhD]	INT 8010	0 Hours
Medical Device Recycling and Reprocessing [Certificate]	INT 8010	0 Hours
Photonic Science and Technology [MS, PhD]	INT 8010	0 Hours
Services Science, Management, and Engineering [Certificate]	INT 8010	0 Hours
Supply Chain and Logistics [Certificate]	INT 8010	0 Hours
Systems Engineering [Certificate]	INT 8010	0 Hours
College of Science		
Biochemistry and Molecular Biology [PhD]	INT 8010	0 Hours
Biological Sciences [MS,PhD]	INT 8010	0 Hours
Chemistry [MS, PhD]	INT 8010	0 Hours
Genetics [PhD]	INT 8010	0 Hours
Mathematical Sciences [MS,PhD]	INT 8010	0 Hours
Physics [MS, PhD]	INT 8010	0 Hours

UNDERGRAD INTERNSHIP HOURLY WAGES BREAKDOWN:

COLLEGE OF AGRICULTURE, FORESTRY & LIFE SCIENCES

Student Response	\$ Wage Range	Majors
7%	Less than \$8.00 per hour	
5%	\$8.00-\$9.99 per hour	Agribusiness
33%	\$10.00-\$11.99 per hour	Agricultural Mechanization and Business
19%	\$12.00-\$13.99 per hour	Environmental & Natural Resources
16%	\$14.00-\$15.99 per hour	Forest Resource Management
6%	\$16.00-\$17.99 per hour	Packaging Science
0%	\$18.00-\$19.99 per hour	Turfgrass
13%	\$20.00-\$26 or more per hour	

COLLEGE OF ARCHITECTURE, ARTS, AND HUMANITIES

Student Response	\$ Wage Range	Majors
2%	Less than \$8.00 per hour	
4%	\$8.00-\$9.99 per hour	Architecture
13%	\$10.00-\$11.99 per hour	English
17%	\$12.00-\$13.99 per hour	Landscape Architecture
21%	\$14.00-\$15.99 per hour	Language & International Trade
23%	\$16.00-\$17.99 per hour	Pan-African Studies
9%	\$18.00-\$19.99 per hour	Production Studies in Performing Arts
9%	\$20.00-\$21.99 per hour	Visual Arts
0%	\$22.00-\$23.99 per hour	World Cinema
0%	\$24.00-\$25.99 per hour	
0%	\$26.00 per hour or more	

COLLEGE OF BEHAVIORAL, SOCIAL, AND HEALTH SCIENCES

Student Response	\$ Wage Range	Majors
6%	Less than \$8.00 per hour	
11%	\$8.00-\$9.99 per hour	Anthropology
29%	\$10.00-\$11.99 per hour	Health Science
19%	\$12.00-\$13.99 per hour	Nursing
24%	\$14.00-\$15.99 per hour	Political Science
8%	\$16.00-\$17.99 per hour	Sociology
1%	\$22.00-\$23.99 per hour	Youth Development Studies
1%	\$24.00-\$25.99 per hour	

COLLEGE OF EDUCATION

Student Response	\$ Wage Range	Majors
1%	\$8.00-\$13.99 per hour	
0%	\$14.00-\$17.99 per hour	Early Childhood Education
0%	\$18.00-\$23.99 per hour	Mathematics Teaching
0%	\$26.00 per hour or more	Secondary Education

Agricultural Education
 Animal and Veterinary Sciences
 Food Science & Nutrition
 Horticulture
 Plant and Environmental Sciences
 Wildlife and Fisheries Biology

Constuction Science & Mgmt
 History
 Language & International Health
 Modern Language
 Philosophy
 Religious Studies
 Women's Leadership Studies

Communication
 Justice Studies
 Parks, Recreation, & Tourism Mgmt.
 Psychology
 Sports Communication

Elementary Education
 Science Teaching
 Special Education

UNDERGRAD INTERNSHIP HOURLY WAGES BREAKDOWN:

COLLEGE OF BUSINESS

Student Response	\$ Wage Range
3%	Less than \$8.00 per hour
7%	\$8.00-\$9.99 per hour
14%	\$10.00-\$11.99 per hour
15%	\$12.00-\$13.99 per hour
22%	\$14.00-\$15.99 per hour
7%	\$16.00-\$17.99 per hour
10%	\$18.00-\$19.00 per hour
9%	\$20.00-\$21.99 per hour
2%	\$22.00-\$23.99 per hour
5%	\$24.00-\$25.99 per hour
6%	\$26.00 or more per hour

Majors

Accounting	Economics
Financial Management	Graphic Communications
Management	Marketing

COLLEGE OF ENGINEERING, COMPUTING, AND APPLIED SCIENCE

Student Response	\$ Wage Range
1%	Less than \$8.00 per hour
1%	\$8.00-\$9.99 per hour
4%	\$10.00-\$11.99 per hour
7%	\$12.00-\$13.99 per hour
18%	\$14.00-\$15.99 per hour
12%	\$16.00-\$17.99 per hour
15%	\$18.00-\$19.00 per hour
19%	\$20.00-\$21.99 per hour
7%	\$22.00-\$23.99 per hour
5%	\$24.00-\$25.99 per hour
10%	\$26.00 or more per hour

Majors

Bioengineering	Biosystems Engineering
Chemical engineering	Civil Engineering
Computer Engineering	Computer Information Systems
Computer Science	Electrical Engineering
Environmental Engineering	Geology
Industrial Engineering	Materials Science and Engineering
Mechanical Engineering	

COLLEGE OF SCIENCE

Student Response	\$ Wage Range
0%	Less than \$8.00 per hour
3%	\$8.00-\$9.99 per hour
15%	\$10.00-\$11.99 per hour
18%	\$12.00-\$13.99 per hour
6%	\$14.00-\$15.99 per hour
18%	\$16.00-\$17.99 per hour
0%	\$18.00-\$19.00 per hour
18%	\$20.00-\$21.99 per hour
6%	\$24.00-\$25.99 per hour
15%	\$26.00 or more per hour

Majors

Biochemistry	Biological Sciences
Chemistry	Genetics
Mathematical Sciences	Microbiology
Physics	Preprofessional Health Studies
Prepharmacy	Prerehabilitation

Internship programs are as varied as the types of companies that support them. There is no consistent set of expectations or assignments for interns except that employers should strive to make this a positive learning experience for the intern. Your internship program should be tailored to meet the needs of your organization yet remain flexible enough to accommodate the specific interests and skills of the student intern.

Step 1: Set Goals

- Why are you considering hiring an intern?
- What do you hope to accomplish with this program?
- Is the organization able to provide the accommodations needed to run a successful internship program? (consider mentors/supervisors, recruiting and training, space, funding)

Setting goals within your organization will ensure the internship starts off on the right foot. Preparing the organization to accept an intern is an important part of creating a strong program.

Step 2: Create Internship Program Plan

There is more to hiring an intern than just calling campus. 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.

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 most 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 clerical.

Who will supervise the intern? A professional staff member (non-clerical) 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. If you need help determining which majors would provide the skills you need, contact Clemson's career center. We encourage you to avoid listing a GPA requirement because GPA is not a predictor of success on the job. You might be ruling out a qualified, hard-working student on the basis of an arbitrary number.

What type of programmatic 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. Remember, 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.

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. Most industries offer an hourly wage averaging \$10 to \$14 for nontechnical degrees and \$14 to \$20 for technical degrees. 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. For legal guidelines and information on Department of Labor Regulations and hiring an unpaid intern in a for-profit sector please review p.14 of this packet.

CLEMSON UNIVERSITY STATEMENT REGARDING NON-DISCRIMINATION

Clemson University does not discriminate against any individual or group of individuals on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran's status or genetic information.

The Office of Access and Equity is responsible for investigating and processing all complaints of discrimination made by or against any member of the Clemson University community, including faculty, staff, students, vendors, or contractors conducting business within the university. Any person having a question regarding applicable laws, regulations, and university policies, or who feels discriminated against, is encouraged to contact the Office of Access and Equity, 110 Holtzenforff Hall. Phone numbers are 656-3181 (voice) or 656-3553 (TDD).

AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY POLICY

Clemson University is 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 University. 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.

Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, the Vietnam Veterans Readjustment Assistance Act of 1974 and the South Carolina Human Affairs Law provide for certain previously excluded or neglected classes of people to participate more fully in the American way of life. Discrimination based on age, color, disability, gender, national origin, race, religion, sexual orientation or veteran's status is prohibited. It is the policy of Clemson University that no person shall be excluded from participation in or be denied the benefits of any program or activity of the University. It is the policy of the University to recruit, hire, train and promote employees without discrimination.

Furthermore, it is the intention of the University to take affirmative action to remove any disparate effects of past discrimination until parity is reached. This is to extend to all levels and phases of personnel administration such as recruitment or recruitment advertising, testing, hiring, training, promotion, transfer, leave, compensation, selection for supervisory positions, and administration of employee reduction in force and benefit programs.

To accomplish this objective, the University has developed an Affirmative Action Plan that establishes employment goals and benchmarks for reaching these goals. The University also endorses the policy of eliminating the remaining vestiges of prior segregation. It further endorses the specific goals adopted toward this end, including those actions and goals contained in our Affirmative Action Plan. The achievement of the goals and the interim benchmarks, as specified in the Affirmative Action Plan, have been adopted as the official policy of the institution.

Paramount to the success of the University's affirmative action program is its administration. The Office of Access and Equity was established in September 1980 to coordinate and direct the affirmative action program for faculty, staff and students. The policy is distributed annually and reaffirmed through signatures of the Chairman of the Board of Trustees and the President.

This policy shall be posted in places conspicuous to all members of the faculty, staff, and student body; it shall be communicated to all applicants for employment and admission; and it shall be given such external dissemination as is necessary to inform and secure the cooperation of individuals and organizations constituting sources of employment and student referrals to the University.

Any person having a question regarding applicable laws and regulations, or who feels discriminated against, is encouraged to contact the Office of Access and Equity, 110 Holtzendorff Hall. Phone numbers are 656-3181 (voice) or 656-0899 (TDD).

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**.

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. 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.

For more information visit: <http://www.wagehour.dol.gov>

Source: U.S. Department of Labor Fact Sheet #71 - <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>.

If you have any questions, feel free to contact us!



Michelin® Career Center

Navigating ClemsonJobLink

ClemsonJobLink is our online recruiting system for employers and students to connect. This service allows 24/7 access to employers to post positions, schedule on-campus interviews, promote information sessions and register for fairs to effectively manage the campus recruiting process at Clemson. ClemsonJobLink is part of the national NACElink/Symplicity online recruiting system.

Register To Obtain A Username And Password

- Go to clemson.edu/career/clemsonjoblink.
- Select “Employers click here to log into ClemsonJobLink.”
- Fill out all information.
- To increase interest, include an “about us” overview of your company, including website, videos and social media links (such as Twitter, Facebook and LinkedIn) for students to review.
- Click “submit.”
- We will review and approve your registration within 24 business hours. *Note: we have the right of refusal on any registration.*
- You will receive an email from “Symplicity” with a system-generated password. You may go back into the system to change your password.
- Your username will be the email address you used to register.

Post A Job

(part-time, internship, professional full-time and fellowships)

- Login to clemson-csm.symplicity.com/employers.
- Select “Create a Job Posting” under “Shortcuts” on the right side.
- Complete all information, including a detailed job description.

- In addition to the required fields, add information to make your position more interesting to students.
- You will receive an email when your job posting is live in ClemsonJobLink and available for students to view.

Schedule On-Campus Interviews

- Login to ClemsonJobLink.
- Select “Create New Schedule Request” under “Shortcuts.”
- On the right, you can view the calendar and number of rooms available on each date.
- Select a session (semester) and choose the schedule type:
 - None — Room Reservation Only: Employer already has candidates selected.
 - Preselect: Students must submit an application to be considered for an interview.
 - Preselect to Alternate: If schedule is not filled by preselected students by the deadline, alternate students may sign up for a time slot.
 - Open: Any student who meets the criteria in the job description may sign up for a time slot on the schedule.
- Answer all questions on the form and click “submit.”
- We will review your request and send an email once your schedule has been approved.
- After receiving the approval email:
 - Log back into ClemsonJobLink.
 - Post your position(s).

Promote Information Sessions

- Login to ClemsonJobLink.
- Click on “Promote Your Information Session” under the “Shortcuts.”
- Fill out the information requested and click “submit.”

(continued on back)

IMPORTANT NOTE: This does NOT secure you a location to hold an information session, it only promotes the session. If you need to reserve a space, please go to clemsun.edu/campus-life/activities-events/reservations or call 864-656-0335.

Registering for Career Fairs

Employers can register for one of our career fairs when the fair is active through ClemsonJobLink.

- Go to your homepage and open the toolbar to the left; click on events.
- Scroll down to the appropriate fair you would like to attend. There will be two tabs “View” or “Register” when the fair is open and active.
- Choose “Register,” and you will be taken to the employer registration page.

TIP: Take note of the announcement section on your ClemsonJobLink homepage for “Save the Date” announcements as well as announcements for when fairs will open or close.



- For more information, visit clemsun.edu/career/partners/ccpd_corporate_partner_sheet_2016.pdf.

Building Your Brand

Career Fair Sponsorship

- Fair sponsors are invited to participate in two pre-fair events:
 - Career Fair Workshop – employer tips for students about the do’s and don’ts when attending networking events.
 - Résumé Blitz – an opportunity to review student résumés.
- Limited sponsorships are available for each fair.
- For more information, contact Deb Herman at 864-710-9747 or dherman@clemsun.edu.

Corporate Partner Program

- In addition to the many services offered to our Corporate Partners, members are given numerous opportunities throughout the semester to promote their companies and connect with students and faculty with special invitations to participate in on-campus workshops, career events and networking activities.

Other Valuable Resources

- Michelin Career Center’s Employers Page: clemsun.edu/career/employer_relations.
- Salary Survey of what Clemson graduates have voluntarily reported: clemsun.edu/career/data_analytics/table.php.
- Clemson University’s Mini FactBook: clemsun.edu/oirweb1/FB/factbook/minifactbook.cgi.
- Majors at Clemson: clemsun.edu/majors.
- Center for Career and Professional Development: clemsun.edu/career.
- Have a question or need? recruit-l@lists.clemsun.edu.

Employer Relations Team

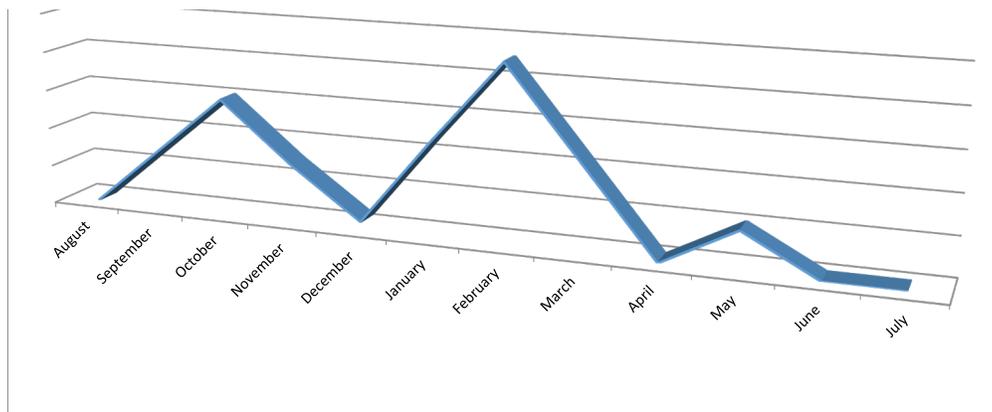
- Director of Employer Relations: Deb Herman, 864-710-9747 or dherman@clemsun.edu.
- Assistant Director of Events: Lisa Bundrick, 864-656-4189 or mebundr@clemsun.edu.
- Scheduling Coordinator: Lona Dunston, 864-656-2152 or lonad@clemsun.edu.
- Employer Relations Assistant: Teddi Garrick, 864-656- 0335 or teddit@clemsun.edu.

The Center for Career and Professional Development lists internship positions on ClemsonJobLink, our free on-line job listing service. This service is used by all Clemson students searching for a job and is recommended in every workshop and individual counseling appointment conducted by the CCPD.

To list a position, simply call the CCPD at 864.656.6000 or email Recruit-L@clemson.edu. A staff member will help you establish an account and provide further instructions on how to activate your listing. Students can submit their resumes electronically through the system, and you can interview and select the intern of your choice.

To ensure greater success in recruiting the best interns, consider these tips:

- **Create a thoughtful, well-defined position description.** Students won't apply for a job that they don't understand. Provide as much detail as possible about what the student can expect from the internship.
- **Start the process 3 to 4 months before you want the intern to begin work.** The process of placing an intern is much like placing a permanent hire. You will need time for the job listing to be seen by students, for them to submit their resumes, for you to conduct interviews, and to negotiate start date and other details with the successful candidate. Remember that students typically register for the following semester's classes at the beginning of the **November and April months**. The most successful companies make offers before those months.
- For Summer and Fall internships, you should plan to recruit and post positions within ClemsonJobLink from January to early March. We do see a small uptick in position postings in late April through May for last minute Summer and Fall opportunities. Many students try to have their Fall internships secured during the Spring before heading home for the summer. For Spring internships, you should plan to recruit and post positions from September through early November as most students try to secure their Spring internships before they leave campus in early December. Some employers are also recruiting Summer interns during this timeframe.



- **Pay.** As mentioned previously, pay is not a requirement but does tend to attract the more competitive candidates.
- **Visit campus.** Intern employers are encouraged to attend the Career Fair, which is sponsored each semester, or to conduct on-campus interviews. Intern employers can also speak to classes or student organizations. Over time, you will establish a relationship with the career center staff and the faculty in your field, which will help market your internship and permanent hire needs.
- **Choose your interns as carefully as you would choose permanent hires.** Hiring intern that “fit” your organization will help them have a good experience and possibly become candidates for permanent positions.
- **Communicate with the Center for Career and Professional Development.** A partnership with us will help you advertise the position, manage the intern, provide necessary feedback, and ensure continuity for your internship program.

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.

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 information. 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.

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

Expectations. During the first week, discuss your expectations of the student's performance and his/her 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.

Direction. 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.

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.



1. We want real work!

The top complaint from interns is that they are doing grunt work. Some amount of clerical work comes with any internship, but please try to find good learning experiences for your interns. You brought them on board to take advantage of their ideas and assess their abilities, right? Give them good projects, and they will shine.

2. Lay out your expectations

Be honest with your interns about what they can expect from the experience and what you expect of them. Discussing your expectations up front will help avoid miscommunications and hard feelings in the long run.

3. Give us feedback

Interns can't improve their performance if you don't help them learn from their mistakes and congratulate them on their successes.

4. Include us in company events

Can the intern attend a staff meeting, a project meeting, or a social lunch with office-mates? Including them in the daily life of the office helps them feel welcome and gives them a better perspective on the organization.

5. Help us understand by explaining

Give a detailed explanation of projects you assign to help the intern understand the purpose of the project.

6. We need mentors

Find a staff member who truly likes to teach and help new professionals to provide guidance to the intern.

7. Give us your time

Interns might not speak up if they are feeling ignored or have questions. The mentor/supervisor should schedule time to spend with the intern.

8. Be prepared for us

Create a job description, inform others in the office, and find time to spend with the intern on the first day. Make sure to plan start date, pay and any logistics ahead of time.

9. Arrange the details of our arrival

Interns will need a place to sit, a computer to work at, and a phone. If you want to get a job done, give the intern the appropriate tools to do so (i.e. supplies, email, parking, manual if appropriate).

10. Every little bit helps

Remember what it's like to be a poor student? Not every employer is in a position to pay their interns, but if you can offer an hourly rate, a stipend, meal or parking benefits, you'll be greatly assisting your student.

Competencies for Clemson University Students to Develop and Articulate

Engagement	Communication	Engaging in dialogue that leads to productive outcomes and points of connection by effectively articulating one's self to individuals within and outside of one's industry or area of expertise.
	Collaboration	Developing authentic and mutually beneficial relationships by valuing everyone and taking responsibility for one's role within a team.
	Leadership	Being able to recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision.
Innovation	Adaptability	Taking the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience in an ever-changing world.
	Analytical Skills	Seizing the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information.
	Technology	Employing current and emerging software and tools to solve general and industry-specific challenges.

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INTERNSHIP PROGRAMS

INT Course - Mentor Evaluation of Student

Center for Career and Professional Development

STUDENT INFORMATION

Student's Name:

Student's Position:

Term (Fall/Spring/Summer and Year):

Will this evaluation be discussed with the student? Yes / No

What is the total number of hours your student intern worked during the internship term?

- Over 320 site hours
- Between 160 and 320 site hours
- Under 160 site hours

EMPLOYER INFORMATION

Employer (Company/Organization Name):

Employer Location:

Your Name:

SPECIFIC LEARNING OUTCOMES, COMPETENCIES & EVALUATION QUESTIONS

Please briefly describe the major project(s) "tackled" by the student intern.

In comparison to other students you have hosted as an intern, how does this student compare?

- Much better
- Slightly better
- About the same
- Slightly worse
- Much worse

In coordination with faculty, staff, and employers, the CCPD has developed the nine competencies employers and graduate/professional schools seek in college graduates. Learn more at career.clemson.edu/core.

Each competency has five proficiency levels ranging from Awareness to Expert. These levels are experiential based, and can be developed by students through classwork, projects, work experience, volunteer work, extracurricular involvement, and similar activities. Since competency development occurs over a lifetime, very few students will reach Expert before graduation. Understanding this background information, please rate your intern in the nine competency areas.

	Awareness <i>theoretical knowledge</i>	Basic <i>limited experience</i>	Intermediate <i>practical application</i>	Advanced <i>extensive experience & application</i>	Expert <i>recognized for mastery & attainment in all areas</i>
Communication - <i>articulating one's self</i>					
Collaboration - <i>working with others</i>					
Leadership - <i>leveraging others' strengths to achieve a vision</i>					
Adaptability - <i>embracing opportunities for improvement and resilience</i>					
Analytical Skills - <i>identifying and solving problems</i>					
Technology - <i>employing current and emerging software/tools</i>					
Self Awareness - <i>understanding strengths, limitations, and goals</i>					
Integrity & Ethics - <i>demonstrating integrity and ethics in different settings</i>					
Brand - <i>maintaining a positive reputation</i>					

Which of the following competencies do you see as the intern's GREATEST STRENGTH?

- Communication – articulating one's self
- Collaboration – working with others
- Leadership – leveraging others' strengths to achieve a vision
- Adaptability – embracing opportunities for improvement and resilience
- Analytical Skills – identifying and solving problems
- Technology – employing current and emerging software/tools
- Self-Awareness – understanding strengths, limitations, and goals
- Integrity & Ethics – demonstrating integrity and ethics in different settings
- Brand – maintaining a positive reputation

Why?

Which of the following competencies do you see as the intern's GREATEST AREA FOR IMPROVEMENT?

- Communication – articulating one's self
- Collaboration – working with others
- Leadership – leveraging others' strengths to achieve a vision
- Adaptability – embracing opportunities for improvement and resilience
- Analytical Skills – identifying and solving problems
- Technology – employing current and emerging software/tools
- Self-Awareness – understanding strengths, limitations, and goals
- Integrity & Ethics – demonstrating integrity and ethics in different settings
- Brand – maintaining a positive reputation

Why?

OVERALL

Please rate the student intern's overall performance during this internship term:

- Outstanding
- Good
- Average
- Poor
- Unacceptable

Would you hire a candidate similar to this intern?

- Yes, definitely would
- Yes, probably would
- No, probably would not
- No, definitely would not

Do you have any additional comments (e.g. intern attitude, professionalism, performance)? If yes, please explain.

Thank you for supervising and mentoring a Clemson student this semester. To learn more about the Center for Career and Professional Development and find valuable advice and resources, please visit <http://career.clemson.edu>

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INTERNSHIP PROGRAMS

INT Course Final Exam - Student Evaluation of Employer

Center for Career and Professional Development

EMPLOYER INFORMATION

Employer (Company/Organization Name):

Employer Location:

Site Mentor's Name:

GENERAL EXPERIENCE AND CORE COMPETENCIES QUESTIONS

Please evaluate your current internship site by answering the following questions as honestly as possible. The information will assist in placing future internship students.

How challenging was the internship position?

Very Challenging

Moderately Challenging

Not at all

What was your degree of responsibility?

A Great Deal of Responsibility

Moderate Degree of Responsibility

Very Little Responsibility

How relevant did you find your internship to helping you pursue your academic and career goals?

Very Relevant

Moderately Relevant

Not Relevant

Please indicate how you would rate the following:

	Excellent	Good	Average	Poor	Unacceptable
Relationship between you and your internship site mentor					
Communication patterns between you and your internship site mentor					
The level of support and engagement you received from other full-time employees					
The overall quality of the internship					

We are now going to have you self-assess your proficiency level on each of the nine competencies. You will be presented with 5 behavioral interview questions based on the proficiency levels. Read through each question and decide which level you can answer with an example from your internship. **YOU ARE NOT ANSWERING ALL 5 INTERVIEW QUESTIONS FOR EACH COMPETENCY.** Then, choose your proficiency level and enter a brief story from your internship to answer the ONE question related to the proficiency level you selected. We suggest you save these answers for your own interview preparation.

COMMUNICATION

Awareness:

Tell me about a time during your internship when you had to compose a message that provided ideas and supporting information.

Basic:

Tell me about a time during your internship when you tailored your communication style or message to different audiences while maintaining your intended outcome.

Intermediate:

Tell me about a time during your internship when you adapted your message to others' learning styles, languages, cultural backgrounds, and/or levels of understanding to foster dialogue and productive outcomes.

Advanced:

Tell me about a time during your internship when you anticipated others' reactions and prepared for questions and counter-arguments when presenting complex or sensitive information.

Expert:

Tell me about a time during your internship when you modeled inclusive communication (e.g. taking into account others' learning styles, languages, cultural backgrounds) and assisted others in developing strategic communication plans.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

COLLABORATION

Awareness:

Tell me about a time when you understood the importance of building genuine relationships at your internship site.

Basic:

Tell me about a time during your internship when you contributed to a team-based initiative and observed how different teams function and value its members.

Intermediate:

Tell me about a time during your internship when you formed relationships with people outside of your immediate area/department and contributed to a company goal.

Advanced:

Tell me about a time during your internship when you led a team and created a positive and supportive team environment by accepting responsibility, meeting team commitments, valuing others, and sharing relevant information or resources to help others.

Expert:

Tell me about a time during your internship when you served as a connector for individuals seeking to build networks and learning how to leverage networks in mutually beneficial ways.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

LEADERSHIP

Awareness:

Tell me about a time during your internship when you observed a supervisor or other employee developing a group and leading them towards achieving a shared vision or goal.

Basic:

Tell me about a time during your internship when you observed a supervisor or other employee recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds.

Intermediate:

Tell me about a time during your internship when you encouraged discussion where individuals could express different points of view to develop a shared vision or achieve a common goal.

Advanced:

Tell me about a time during your internship when you empowered others to achieve a shared vision and communicated group accomplishments to stakeholders.

Expert:

Tell me about a time during your internship when you served as a conduit to assist groups in aligning objectives with broader organizational or global objectives.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

ADAPTABILITY

Awareness:

Tell me about a time during your internship when you observed a supervisor or other employee acknowledging that new approaches and ways of thinking can be beneficial.

Basic:

Tell me about a time during your internship when you incorporated feedback and considered new approaches to problems when the current methods were not yielding desired outcomes.

Intermediate:

Tell me about a time during your internship when you voluntarily sought feedback from a variety of individuals to determine if skill proficiency had increased.

Advanced:

Tell me about a time during your internship when you promoted creative solutions to conquer challenges and recognized that failure is part of the learning experience.

Expert:

Tell me about a time during your internship when you anticipated changes in industries and in an ever-changing world that demand long-range planning, creative solutions, and flexibility.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

ANALYTICAL SKILLS

Awareness:

During your internship, how would you obtain, process, and synthesize different kinds of information?

Basic:

Tell me about a time during your internship when your supervisor identified a problem and then how you obtained, processed, and synthesized different kinds of information to solve the problem.

Intermediate:

Tell me about a time during your internship when you identified a problem and then obtained, processed, and synthesized different kinds of information to solve the problem.

Advanced:

Tell me about a time during your internship when you weighed the pros and cons of a plan to solve the problem and made a recommendation for a course of action.

Expert:

Tell me about a time during your internship when you promoted and maintained a culture where others were able to imagine alternatives and were empowered to identify and solve problems that led to organizational improvement.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

TECHNOLOGY

Awareness:

Tell us about how you learned about current and emerging software and tools that are used in your internship to solve general and industry-specific challenges.

Basic:

Tell me about a time during your internship when you used basic software and tools with the assistance of others to solve general and industry-specific challenges.

Intermediate:

Tell me about a time during your internship when you used basic software and tools and were able to troubleshoot issues independently before asking for assistance from others.

Advanced:

Tell me about a time during your internship when you articulated strengths and shortcomings of current and emerging software and tools in solving sophisticated general and industry-specific challenges and made recommendations for adoption.

Expert:

Tell me about a time during your internship when you were recognized as a resource on current and emerging software and tools and were sought out by others on how technology can help solve general and industry-specific challenges.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

SELF-AWARENESS

Awareness:

Tell me about a time during your internship when you sought out opportunities to learn about how your interests, skills, and work values intersect.

Basic:

Tell me about how this internship helped you learn about your interests, skills, and work values and how they align with your educational and professional goals.

Intermediate:

Tell me about a time when you applied strengths, acknowledged limitations, managed emotions, and overcame biases during your internship.

Advanced:

Tell me about a time during your internship when you recognized your emotions or biases when working with others and how you adjusted to remain productive in achieving goals in an inclusive environment.

Expert:

Tell me about a time during your internship when you adjusted educational and professional goals based on your interests, skills, and work values even when doing so was difficult or disappointing.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

INTEGRITY AND ETHICS

Awareness:

Describe the difference between integrity and ethics.

Basic:

Tell me about some of the rules and policies that guided your work at your internship site and how you learned them.

Intermediate:

Tell me about a time during your internship when you exhibited a commitment to integrity and ethics – “walked the talk” – and sought feedback from others to guide decisions and actions.

Advanced:

Tell me about a time during your internship when you evaluated implications of different courses of action (e.g. likely consequences) that could have had an impact on others or the organization as well as yourself (e.g. character/brand).

Expert:

Tell me about a time during your internship when you focused on the greater good by challenging others when integrity and ethics were not being considered.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

BRAND*Awareness:*

Tell me how your supervisor would describe you as a result of your time at your internship site.

Basic:

Tell me about a time during your internship when you tried to intentionally align your intended and perceived reputation by applying feedback from others.

Intermediate:

Tell me about a time during your internship when you initiated a conversation to gain feedback from your supervisor or others on site.

Advanced:

During your internship, how did you develop knowledge, skills, and attitudes that led you to make a positive impression in every facet of your life?

Expert:

Tell me about a time during your internship when you served as a resource to and supported others as they sought help with developing the knowledge, skills, and attitudes that led to making a positive impression in the workplace.

Circle the level of proficiency and enter your story that answers the above behavioral interview question.

Awareness

Basic

Intermediate

Advanced

Expert

Story:

How would you rate the amount of time supervisors and other employees spent in observations and conferences with you?

- Spent too much time in observations and conferences
- Spent adequate time in observations and conferences
- Did not spend adequate time in observations and conferences

SPECIFIC LEARNING OUTCOME EVALUATION QUESTIONS

Please describe major projects you tackled throughout the semester.

What were the most unattractive aspects of your internship experience? Please explain.

Please explain the significance of this internship experience in relation to your future career goals.
(Please list specific companies or professions you might now be interested in pursuing after graduation.)

Discuss in detail your personal and professional development during the internship experience. (Discuss your achievements as well the areas in which need further improvements.)

Do you have any additional feedback concerning the internship site?

Please use the space below for additional comments.

OPTIONAL – If you have a picture of your internship site that can be used for media, please email it to bnewsom@clemson.edu.

STUDENT INFORMATION

Student Name:

Student CU ID Number:

Course Code/Number: (INT 1010, 1020, 1030, 2010, 2020, 2030, 3010, 8010)

Major/Program:

Total Hours Worked:

Start Date:

End Date:

Term: (semester and year)

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