

Entertainment MANAGEMENT

Behind the Music Events Sports Venues

Internship Provider Packet

Entertainment Management Program
Missouri State University

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So, You're Thinking About Utilizing an Intern?

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Here's a quick guide to some of your frequently asked questions.

What kind of interns do you provide?

The Entertainment Management Program at Missouri State University prepares students for careers in music management, sports management, venue management, and event management. Students are usually in their senior year of their degree from the College of Business Administration – one of only 250 business schools with AACSB accreditation.

How can your interns bring value to my organization?

We hope our students bring a strong work ethic and some valuable business skills to your organization. Our interns thrive in environments that allow them to take on a task or project and see it to the end. While there may be some clerical duties on occasion (answering phones, stuffing envelopes, etc), you can get the most out of these interns by providing them with an opportunity to take responsibility for a project or portion of a project. As part of the requirements for the internship, students are required to solve a problem or fill a gap for their client. Do you have a survey you've always wanted to do but don't have the human resources to get it done? Have you always wanted to benchmark what other organizations like yours are doing across the state or nation? Do you need an internship manual or orientation program developed? These are just a few of the value-added services our interns can provide. Your role will be to help them to clearly identify the problem and envision an outcome.

We don't have a formal internship program in our organization; can we still get an intern?

Yes. While some organizations have formal internship programs – an application procedure, etc. – many do not. If you can provide interns with an opportunity to gain valuable knowledge, skills, and attitudes, we'll develop learning activities that will ensure the academic requirements are met.

Do I have to pay interns?

Some internships are paid, others are not. Other things being equal, students will choose an internship that is paid over one that is not. See page 7 for an article about paying interns.

When are the best times to find interns?

Students typically look for internships 3-6 months prior to registering for the internship course. Our semesters begin in August, January, and May-June. If a need arises, contact us, and we'll get the word out – students can sometimes register mid-semester for an internship.

How much work and additional time is required from me?

Dr. Rothschild will supervise your intern's academic requirements, which are: Bi-weekly Journals, a Lessons Learned paper, and an Internship Project. The student may ask for your input on the Internship Project, which requires the student to solve an organizational problem for the company. Our goal is to have the student leave you with something that adds value to your organization. See the attached *Bibliography of Past Internship Projects* for samples of some projects past interns have worked on for their company. In addition to aiding your intern with

his/her Internship Project, the internship might require an additional few hours from you in the first week to orient them. Each week following would require about 1-2 hours over lunch, debriefing after a meeting, etc.

How many hours do the interns need to work?

For Entertainment Management students who are getting three academic credits for the internship (most common), a minimum of 90 hours over at least 8 weeks is required. A minimum of 10 hours per week is recommended. Hopefully, you'll want them to be with you longer than eight weeks.

Do I need to evaluate my student interns?

Yes. The university requires an evaluation at the end of the semester (see attached *Student Appraisal* form). This form will be sent to you towards the end of the semester by MSU Career Services. We've also provided an optional mid-semester self-evaluation form for your use (see attached *Mid-Semester Self Evaluation* form). This can be an excellent way for you to judge progress and perspectives about the internship experiences.

Can you give me some tips for supervising interns?

1. Set standards, provide benchmark examples, ask for a re-statement of expectations
2. Delineate in a spreadsheet the specific task and activities you (and your associates if applicable) do one a regular basis. On another column, delineate tasks the intern can do.
3. Require "alternatives" when coming to you with a "problem"
4. Give them a "work station"
5. If nothing else, take them to lunch every now and then
6. Help them to use their head – e.g. first draft, worst case scenario, research, detailed outline of a report, solve a problem, get an opinion.
7. Caution (orientation), warn and clarify (after failure), remove (after repeated failure)
8. Have interns develop an "orientation manual" for future interns
9. Provide a pre-assessment (grammar, punctuation, etc.) prior to hiring (E-mail Dr. Rothschild at philrothschild@missouristate.edu for a copy of a *Grammar and Punctuation Assessment* form)

Where can I announce an opportunity? Or where can I find students?

Several points of contact for you. Send a one-paragraph description with complete contact information to the Director of the Entertainment Management program at MSU, in care of Dr. Rothschild at philrothschild@missouristate.edu. He will cut and paste the announcement and distribute it to more than 250 Entertainment Management majors. If your organization is a not-for-profit, you may also let the office of Citizenship and Service Learning (836-5774) know about your opportunity and become a regular "partner organization." This is a great opportunity to find temporary "event staff."

I could really use volunteers for some of the events we produce? Are there other options?

Yes. In addition to the "for-credit" options above (i.e., internship credit, and service learning credit), the students from the Entertainment Management Association can help. EMA will let more than 250 students know about your opportunity. If the event is regarded worthwhile because of "mission" or "money," you'll get some of the sharpest students around. Contact EMA by sending a one-paragraph description of your "volunteer opportunity" to philrothschild@missouristate.edu.

Can you summarize whom I should contact? And can I inform more than one contact of the opportunity?

Yes, please do submit your information to more than one contact – as a courtesy, cc it to each of them.

For 90 hour Internship credit:

Dr. Philip Rothschild, philrothschild@missouristate.edu, office: (417) 836-5082

For 40 hour Service Learning credit and Event Staff for not-for-profit organizations:

Ms. Elizabeth Burton, elizabethburton@missouristate.edu, office: (417) 836-6060

For temporary event staff through the Entertainment Management Association:

Dr. Philip Rothschild, philrothschild@missouristate.edu, office: (417) 836-5082

To expose your internship opportunity to the entire campus, **instead of** entertainment management students only:

Mr. Jack Hunter, Career Services, jackhunter@missouristate.edu, office: (417) 836-5636

Top Ten Things an Internship Provider Can Do to Create a Win-Win

1. Give interns a sense of being needed and important
2. Help interns to see how the small tasks fit into the “bigger picture”
3. Orient interns to the overall organization, services, and customers
4. Allow interns to take responsibility for a project from start to finish, and give them copies of the finished product of deliverables they’ve worked on
5. Allow interns to interact with clients, suppliers, vendors, and customers
6. Allow interns to attend departmental meetings
7. Give interns some recognition every now and then, possibly by providing them with an unexpected perk/reward
8. Help interns to develop a value added skill – software program, etc.
9. Match interns up with a “**mentor**” (shadowing)
10. Provide career advice

Ten Things Internship Providers Should NOT Do When Utilizing an Intern

1. Be unwelcoming
2. Fail to introduce interns to employees they will have contact with over the course of their internship
3. Provide the intern with an inadequate work area
4. Make them find their own tasks to do
5. Excessive envelope licking and menial tasks
6. Be unavailable to answer questions or listen to suggestions the intern may have
7. Have too many interns
8. Offer only negative feedback
9. Drag interns into inter-office conflicts
10. Fail to offer some form of compensation, whether money, a free lunch every now and then, or simply recognition of a job well done

Bibliography of Past Internship Research Papers for Students in the Entertainment Management Program

- Clevenger, Jennifer. "Young People's Concert Survey Project" Springfield Symphony, Springfield, Missouri. Spring 2001
A survey was sent to music instructors in the Springfield area to assist the Symphony in improving concerts held for children. The results are recorded and improvement areas are pointed out.
- Davis, Danielle. "Radio Advertising Handbook" Sunburst Media—KGMV - MY Country 100.5, Springfield, Missouri. Summer 2000
A brief overview of the five broad categories of general administration found in a radio station hierarchy. Each function is discussed in detail.
- Day, Eric. "Ticketing, The Key to Your Team's Success." Ozark Mountain Ducks, Ozark, Missouri. Summer 2000.
A discussion of the importance of ticketing in the strategy of a sports team. Step by step instructions on ticketing, such as: "building a killer sales staff" and "making a game plan."
- Deorge, Jason W. "Reference Manual for the Grand Palace Box Office." Grand Palace, Branson, Missouri. Summer 2000. |
A box office employee's guide for procedures and situations. Gives a short history of the theatre, its customer policies, and employee procedures for handling situations.
- Fowler, Jaclyn. "The World of Themed Entertainment." Walt Disney World, Lake Buena Vista, Florida. Fall 1999.
A discussion of the transformation towards themed entertainments and how a company in the industry properly themes its entertainment.
- Fowler, Jaclyn. "Benchmarking and Research Projects." Walt Disney World, Lake Buena Vista, Florida. Fall 1999.
A compilation of benchmarked theme parks such as Six Flags locations. Each park is systematically recorded on such things as cost, attractions, and number of visitors.
- Grote, Daton. "Harrah's: Casino Marketing Employee Manual." Harrah's, St. Louis, Missouri. Summer 2000
A guide to Harrah's operations and a compilation of training material for a new employee. A short discussion of the proper way to handle a customer to maintain business.
- Jackson, Julie. "Guide to Revitalizing a Downtown Association." Springfield Area Chamber of Commerce, Springfield, Missouri. Summer 2000.
Key points on how to revitalize several types of downtown associations. The project is in two parts: First, establishing the organization and second, planning events to attract customers downtown.

Sample

Missouri State University Career Center

901 South National / Springfield, Missouri 65897 / PHONE 417.836.5636 / FAX 417.836.6797

PAGE 1

Student Appraisal Review

Return completed form to Missouri State University Career Center by _____

The student's co-op/internship immediate supervisor is asked to provide a candid evaluation of the student's performance. Honest, constructive criticism is solicited. The information will be used by the Missouri State University co-op staff and the student's faculty co-op advisor in the career and academic guidance of the student and to assist in determining the co-op course grade. **We encourage you to discuss this appraisal with the student. This will be a part of the co-op file and is subject to the student's review.**

STUDENT NAME _____

EMPLOYING FIRM _____

IMMEDIATE SUPERVISOR _____

PERFORMANCE LEVELS:

S = SUPERIOR Is significantly above the proficiency level: exceeds most standards and expectations.

P = PROFICIENT Is fully satisfactory: meets standards and expectations; may exceed several.

N = NEEDS IMPROVEMENT Comes close to meeting standards and expectations, but shows need for improvement.

U = UNSATISFACTORY Is significantly below the proficiency level: meets few standards and expectations. Rapid improvement is required to retain position.

OVERALL EVALUATION OF PERFORMANCE _____

EVALUATOR'S SIGNATURE _____

TITLE _____ **DATE** _____

PERFORMANCE REVIEW (use the above listed performance codes)

■ ACHIEVEMENT OF WORK ASSIGNMENTS (supporting evidence)

QUALITY OF WORK _____

QUANTITY OF WORK _____ **RATING**

_____ **RATING**

ABILITY TO LEARN ON THE JOB _____

ADEQUATE ACADEMIC BACKGROUND FOR POSITION _____ **RATING**

RATING TOTAL

Student Appraisal Review

■ **WORK RELATED ACTIVITIES** (supporting evidence)

INTEREST IN WORK _____

INITIATIVE _____ RATING _____

JUDGEMENT _____ RATING _____

ADAPTIBILITY _____ RATING _____

OVERALL ATTENDANCE _____ RATING _____

RATING TOTAL

■ **ORGANIZATION** (supporting evidence)

TIME MANAGEMENT _____

PLANNING _____ RATING _____

RATING TOTAL

■ **RELATIONS WITH OTHERS** (supporting evidence)

ABILITY TO GET ALONG WELL WITH CO-WORKERS _____

ACCEPTANCE OF CONSTRUCTIVE CRITICISM/SUGGESTIONS _____ RATING _____

RATING TOTAL

■ **COMMUNICATIONS SKILLS** (supporting evidence)

ORAL COMMUNICATION _____

WRITTEN COMMUNICATION _____ RATING _____

RATING TOTAL

■ **ACCOMPLISHMENTS** (optional)

■ Describe any noteworthy projects or accomplishments the student has completed this semester _____

■ **STUDENT COMMENTS** (optional) _____

Co-op student signature _____ DATE _____

Pennsylvania

Unpaid interns: cheap, effective and often illegal

Pittsburgh (AP)-At first glance, it seems like a win-win situation: students who need hands-on experience donate time to companies that get free labor and a preview of potential employees.

But many on both sides of the unpaid internship do not realize that federal labor laws strictly regulate their relationship. And that could leave employers paying much more than they bargained for if the U.S. labor Department catches up with them.

In the case of one Pittsburgh-based financial company, the department found that interns performed work "directly benefiting" the company more than the student.

The interns would call and set up appointments for the sales staff, work that regular paid employees do," said Richard Clougherty, assistant district director of the department's Wage and Hour Division in Pittsburgh. "That's free help."

The labor Department would not identify the company, which was ordered to pay interns back wages.

Under the 1938 Fair Labor Standards Act, businesses must meet six criteria to

avoid paying an intern minimum wage. The two most important standards are that the employer does not immediately benefit from the intern, and the intern does not displace a regular worker.

Other criteria are that both the intern and employer know that no wages will be paid; that the student isn't automatically entitled to a job at the end of the internship; the internship is for the benefit of the student and the internship is similar to what would be offered in a vocational school.

Clougherty said it was unrealistic to expect that companies would get no benefit from interns. So instead, the department's Wage and Hour Division uses this test: Who benefits most?

In March 1995, an Atlanta public relations agency, A. Brown Olmstead, was fined \$31,520 for using 42 unpaid interns. Investigators found that the agency was billing clients for work performed by the interns.

Of 800 labor investigations made last year in western Pennsylvania, 80% of companies were found to be in violation, and most said they had never even heard of

the law, Clougherty said.

A labor Department spokeswoman said there are no current investigations of unpaid internships in eastern Pennsylvania, and officials in the department's Philadelphia office could not recall the last time they investigated an internship complaint.

Judith Mancuso, at the Carnegie Mellon University Career Center, said about 20 percent of the calls she answers seeking information about unpaid interns seem questionable.

They call and say, "Oh gee, we were just in a staff meeting and we have all this work that needs to be done, and we don't have the money to pay someone and we thought it would be great to get a student in here," she said.

Many employers also mistakenly believe that if an intern is getting academic credit for work, no pay is necessary.

Work may be "part of the student's education, but it doesn't prevent one of the students from suing under the wage and hour law," Clougherty said.