

Employer WORK-BASED LEARNING TOOLKIT

CONNECTING BUSINESSES WITH STUDENTS



Includes:

- How to engage local students in a variety of ways
- Best practices and examples
- Reproducible templates and resources



Dear business leaders and community partners,

Work-based learning benefits students, businesses, and the community. Any business - no matter how large or small - can benefit from engaging students in these types of learning opportunities. Work-based learning comes in a variety of forms and can be short or long-term in nature. Work-based learning **engages students and build the workforce of tomorrow by:**

- Providing students “real life” hands-on learning opportunities in the field
- Creating positive public relations and increasing awareness about local opportunities
- Helping to build a “talent pipeline”

Whether it is a business leader engaging third graders in a short presentation about plastics engineering, a company designing a semester-long internship program for a high school/college student, or a plant owner welcoming a group of students on a plant tour; we know all of these experiences, when planned purposefully, can be impactful and potentially life-changing for students. **Such experiences help students grow and develop in their understanding of the world, their community, and themselves.** In doing so, they awaken students’ awareness about opportunities available in their communities and ultimately play an important role in easing staffing challenges for area businesses. **Work-based learning makes sense.** Such experiences begin early and continue through high school and college. Ways to engage might include:

- ♦ Conducting a short visit with students in a classroom, after-school program, or summer camp. Visit a student club such as a scout troop, robotics club, auto club etc: Provide an informational presentation about your business and conduct a short hands-on activity or demonstration with the students. [Pages 8-9](#)
- ♦ Running a “hands-on” activity booth at a local fair, school or community event: Readily available, low-cost materials can be used to teach concepts in engineering, science, mathematics and technology. [Pages 10-11](#)
- ♦ Volunteering at a local STEM contest or competition (Robotics Competition, Lego Contests, Science Olympiad). [Page 12](#)
- ♦ Hosting a summer camp or day-long series of activities for students [Pages 12-13](#)
- ♦ Participating in a Career Fair at a local school: Put up an informational display and talk about what you know best about your industry! [Page 14](#)
- ♦ Hosting a tour of your facility: Carefully planned tours enable students, teachers and families to learn about your business first-hand. [Pages 15-16](#)
- ♦ Allowing a student to job shadow: Students might spend a few hours or a few days observing employees in your organization. [Page 17](#)
- ♦ Creating an internship program for high school or college students: Interns can provide a company with new perspectives, allow them to complete projects that are on the “back burner” and be a great recruiting tool for possible “future” employees. [Pages 18-76](#)

No matter the form, creating a successful “work-based” learning experience - for the employer and for the student - requires thoughtful preparation. **Purposeful planning will maximize your time and resources, and ensure that the experience is impactful.** Even the most seemingly self-explanatory of experiences, such as a tour, can be maximized by following a few simple guidelines, outlined in this toolkit.

Our Employer Talent Pipeline and this toolkit can help you:

- Understand best practices for a variety of experiences
- Clarify your goals
- Determine what you want the students to learn
- Make the experience engaging for students
- Leverage resources
- Build partnerships

These resources will help you develop a program customized to meet your needs. The **Employer Talent Pipelines at Mid Michigan College and Delta College** are here to help you every step of the way!

Carol McCaul, Employer Talent Pipeline Lead
Mid Michigan College
Phone: (989) 289-9849
Website: midmich.edu

Lindsey Bourassa, Employer Talent Pipeline Lead
Delta College
Phone: (989) 686-9366
Email: studenttalent@delta.edu

We look forward to hearing from you!

Sincerely,

Great Lakes Bay Regional Alliance STEM Impact Initiative

The Great Lakes Bay Regional Alliance, STEM Initiative, and Jobs and Skills Network at Mid Michigan College would like to extend our sincere thanks to Prima Civitas and Hello West Michigan for the generous invitation to adapt their Employer Internship Toolkit. The internship portion of this document contains some additions that were specific to our needs but is largely reproduced, with permission, from their Employer Internship Toolkit. A special thank you to Cindy Brown and Amanda Dumond.

This document is not intended as legal advice. It is strictly intended to be used as a guide for employers interested in engaging with local students.

This INTERACTIVE PDF document contains [hyperlinks](#) and **BUTTON Links** to external files.

Blue underlined text designates hyperlinks that link directly to the reference pages or URLs.

Green Buttons provide navigational interactivity or direct links to download external sample and template files.

Click the white “TOC button” to return to the Table of Contents.

TABLE OF CONTENTS:

Getting Started:

Determine Goals for the Program and Target Population	6
Two Important Tips for Success in Any Type of Program	7

Types of Engagement:

Conduct a short visit with students in a classroom, after-school program, or summer camp	8-9
Run a “hands-on” activity booth at a local fair, school or community event	10-11
Volunteer at local STEM contest or competition	12
Host a summer camp or day-long series of activities for students	12-13
Participate in a Career Fair at a local school	14
Host a tour of your facility	15-16
Allow a student to job shadow	17
Create an internship program for high school or college students	18

Internship Toolkit: (19-76)

Before you Begin	20-21
Benefits of an Internship	22
Sample timeline	23
Five-Steps to Developing a Quality Internship Program	24
Step 1: Set Goals and Policies for the Internship Program	24-25
Step 2: Write a Plan for the Internship Opportunity	25-30
Step 3: Recruit a Qualified Intern	31-36
Step 4: Manage the Intern	37-42
Step 5: Conduct Exit Interviews and Follow-up	43-47
Legal Issues	48-49
High School Students	50-58
International Students	59-60
Frequently Asked Questions	61
Sample Job Descriptions	62-73
Confidentiality Agreement	74
Internship Memorandum of Understanding (MOU)	75
Employer/Intern Testimonials	76

Determine Goals for the Program and Target Population

Determine Goals:

A first step in planning work-based learning opportunities might be to consider your organization's long term goals and needs. Questions to consider:

- ◆ Where do you want your organization to be in 5, 10, or even 20 years?
- ◆ How might a plan for engaging with students in a structured and systematic way help you meet your needs?
- ◆ What is the time commitment that you can devote to this type of experience?

Determine Population to Connect with:

You will also want to determine the population you want to engage with:

Elementary Students	High School Students	College Students	Veterans, Career Changers, or Those Returning to the Workforce Later in Life
<p>Students will not explore opportunities that seem out of reach, or those that are altogether unknown to them! We must educate students about opportunities and career paths that are available, and expose them to the skill sets required to perform such jobs such as science, engineering, math, technology and the problem solving skills that support such subjects early in their lives.</p>	<p>High Schools are filled with students who are beginning to think about their future career paths. Connecting with them early by giving them internship or job shadow opportunities can be the first step in developing your workforce pipeline. High school students are also up to date with the latest technologies and trends.</p>	<p>College students can be in a unique position in that they have more skills than a high school student, but are often sometimes clarifying their career interests within a given field. For example, they may have determined that they want to study plastics technology, but have yet to determine a subfield of interest such as technical and engineering services, materials and testing, product manufacturing, or industrial sales. Internships can help them engage with the business community, sharpen their skills, and clarify their career path.</p>	<p>This group benefits from the opportunities to apply their current skill sets in a new setting and develop new ones. Work-based learning can be a way to "re-train" workers with a new set of skills.</p>

Two Important Tips for Success for Planning Any Type of Work-Based Learning

Consider your staff carefully: utilize your most upbeat, enthusiastic, personable, patient, and welcoming staff members when engaging with students.

- ♦ The presenter's ability to connect with students is crucial for students to have a positive experience.
- ♦ Someone who doesn't connect well with students, is a poor speaker, or presents a long, boring presentation will cause students to disengage.
- ♦ A negative experience has the potential to "do more harm than good" for your industry and business.

Make it a fun, LEARNING experience:

- ♦ Carefully consider what specifically the students will learn and take away from the experience.
- ♦ Hands-on activities or involvement are crucial.
- ♦ Be specific in setting learning goals:

To say that a student will "know about" your industry isn't enough. Consider what students will be able to DO, EXPLAIN, or PRODUCE at the end of the experience. It can be helpful to use the following "sentence starter" as a guide:

"Student will be able to..."

This statement is generally followed by an action verb:

"Student will be able to: produce/create/explain/develop/write..."

Examples:

Students will be able to identify three different processes used in plastics engineering and draw a simple picture to represent each process.

Students will apply what they know about construction to use spaghetti and marshmallows to build the tallest tower possible.

Students will edit and improve their resumes through feedback provided by company officials at a resume workshop.

The student intern will be able to write a proposal for how to improve a company's social media presence.

*Remember: Our Employer Talent Pipeline at **Mid Michigan College or Delta College** is here to help you clarify your goals, plan events and connect with the community!*

Visit a Classroom, After-School Program, Summer Camp, or Club

	Give a presentation
	Conduct a hands-on activity
	Do a demonstration
	Read a book or article with students and discuss

Best Practices:

- ♦ **Contact the Employer Talent Pipeline at Mid Michigan College or Delta College for assistance connecting with local teachers, principals or club leaders** that may be interested in hosting guest speakers in their classroom, after-school program, summer camp, or club.
- ♦ **Meet with the teacher in advance to discuss the visit and what you hope the students will learn.**
- ♦ **Remember, young students don't have a long attention span.** Plan for a maximum of 10-20 minutes of listening at a time! Break it up with questions or active involvement. The teacher or leader you are partnering with can help you plan a session that will be engaging for students.
- ♦ **Engage students with questions and try to help them connect to what they already know.** For example: if you are presenting about plastics manufacturing, ask the students to brainstorm all the things they know that are made of plastic, then ask the question: Have you ever wondered how those were made? Solicit responses and then go on to inform students about the processes that your company uses. Connection to their prior experience helps students understand.
- ♦ **Short presentations followed by hands-on portions, or demonstrations are best.**
- ♦ **Plan to run hands-on activities with the help of a teacher or leader.** While you might provide background information, consider letting the teacher provide the directions for the hands-on portion of the activity. (Glue and elementary students can get messy—but a teacher is a pro at organizing materials and providing clear directions for these types of activities— so rely on the teacher's expertise for the hands-on portion activity, rather than trying to run it on your own! Both of you should float between the groups, assist, and answer questions during the hands-on portion.
- ♦ **Many schools are short on funds, so consider donating materials (or funds) for the activity, if possible.** You will want to bring the materials to the teacher in advance so she/he can organize them for distribution the day of the event.
- ♦ **High school teachers or College professors may appreciate your assistance with a lab about a topic in your field.**

Sample Classroom Visit:

A local steel manufacturer wanted to engage with local students. He could commit to spending a couple of hours with the students. He contacted his local Employer Talent Pipeline representative who helped him connect with a local fourth grade teacher who were interested in hosting a guest speaker to supplement some science lessons she had been conducting about engineering.

The two of them, and the Employer Talent Pipeline representative, met in advance to plan the following visit: The day of the classroom visit, the employer started by asking the students what they know about bridges. From there, the business leader explained that what his company does is create the steel used to build bridges and other construction projects. He showed students a 15 minute Powerpoint presentation about the processes and jobs at his plant. The presentation included lots of pictures and a 3 minute video about the plant operations. He also brought small examples of the steel bars they create for various applications and let the students feel them and ask questions about the plant. He emphasized the fact that every day his employees must solve problems using the right materials and designs.

Then, he explained that the students would be working in groups to build their own bridges using newspaper, glue, and popsicle sticks. The teacher and the business leader guided each group in making a hypothesis about the type of bridge design that would be strongest. At that point, he turned things over to the teacher who explained the materials they would be using, the expectations, how it would be assessed, and the amount of time they would have to complete this activity.

Then, the students happily got to work, with the business leader and teacher floating between the groups, asking questions, and working with the students. Afterwards, the teacher brought the students together and explained that they would be testing their bridges' strength using small weights to determine their breaking point. They compared their designs and discussed their knowledge. Finally, the business leader had a closing with the students, connecting the activity to the types of local jobs that are available and the types of skills these jobs require. The 2 hour visit was highly engaging for the students.

At I Can Make It!, JAMA adopts a Future Scientists of America (FSEA) project, "Tower of Babel," yet tailors it to focus more specifically on the development of advanced manufacturing literacy and knowledge. For instance, in the basic FSEA program, kids receive three different sized blocks: large, medium and small, with a dollar value attached to each, and they are tasked with building the tallest tower at the most inexpensive price. In JAMA's version, the kids get the blocks, as well as a digital micrometer and a set of blueprints. They then go through a quality control process where they measure each block using the tools provided in order to determine if they have any that don't meet the quality standards. Once they weed the bad blocks out, they then proceed to build the tower with the assistance of the blueprints, translating two-dimensional blueprints into a three dimensional tower, and working within teams.

*–Dr. Carolyn Hatch, "Skills Gap or Training Gap?"
MSU University Center for Regional Development (dREI), 2013*

Run a “Hands-On” Activity Booth At A Local Fair, School, or Community Event

Use every day, low-cost materials to engage students in hands-on activities that teach them concepts in engineering, science, mathematics, and technology

Best Practices:

- ♦ **Contact your Employer Talent Pipeline Lead (see page 3 for contact info) for assistance connecting with local events.** Schools often have math or literacy nights, carnivals or other events that involve children and their families. Community fairs or other activities are great venues as well.
- ♦ **Have simple, hands-on activities for children:**
 - Invite students to draw a prototype for a car/aircraft/machine/invention/robot using paper and colored pencils or crayons. This could be “make and take” experience or you could invite youngsters to display the results and/or host a contest for prizes including “most original,” “most realistic” design to celebrate students’ innovation and creativity.
 - Have computers set up and allow students to play around with simple design software. Help students and parents see the connection to what CAD engineers do each day.
 - Have student experiment designing car ramps using blocks and lumber, and racing toy cars
 - Design and test a rocket using simple materials
 - Paper airplane design content
 - Lego or Kinex design contest
 - Learn about parts of a plant and plant a bean in a PEAT pot to take home
 - Make “slime” or “gak” using cornstarch and water, or borax and water
 - Invite students to write a letter with “invisible ink” (lemon juice)
 - Have a “Maker’s Station” where students are allowed to use simple construction tools to build using wood, rope, bars, etc. Encourage creativity.
 - Conduct simple mathematics activities with measuring or probability using inexpensive materials.
- ♦ **Orient students to the station with a 1-2 sentence description. Show them the supplies, kindly let them know that they must clean up after themselves before leaving the station.**
- ♦ **Set it up for success: Have plenty of “stations” so multiple children can participate at once. Consider how to organize and distribute materials.** You want children to be able to access the materials themselves. Having “bins” or containers at each table that corral materials works well. Having containers labelled helps students clean up after themselves. Provide trash cans.
- ♦ **Have a display about your industry, including promotional materials and connect the activity to your industry whenever possible.**
- ♦ **Many students will pass through the station. Utilize resources that are reusable, or low cost.**
- ♦ **Have multiple staff on hand to lend a hand. Have clear directions posted so parents can help their children.**
- ♦ **Consider partnering with a local teacher**
- ♦ **Multiple employers could run a STEM family night together, with each manufacturer hosting a different activity.**

Sample Activity Booth at a Carnival:

An aerospace design company wants to engage with middle school students at a local school carnival. The goal was for positive community relations and to increase general awareness about opportunities at the plant. They made arrangements with the principal of the school to set up a “station” for students to make and test paper airplanes in the corner of the gym.

The company created signs that showcased properties of airplanes that helped them be aerodynamic. The rules were clear: airplanes couldn’t be flown outside the “test” area and employees reminded the students of this when they entered the station. Using a simple paper airplane book, designs were available to help students build different types of airplanes.

Students were encouraged to follow the designs, or create their own with the goal of making an airplane that would fly the furthest in distance. Using painters tape, the company had marked off an area so students could measure how many yards their creations flew. Several groups of friends had impromptu, heated competitions to make better airplanes, and the company employees provided pointers for how to improve them.

Students made thousands of paper airplanes throughout the course of the evening. Engineers and employees of the company engaged with students and talked to parents about the “real life” work of the company and jobs in the field.

Program Showcase: Take it on the Road!

The Society of Plastic Engineers' Plasti-Van takes STEM on the road. The van is a mobile workshop, housing a variety of hands-on activities to help students learn about the plastics industry. This hands-on lab experience investigates the technology, chemistry, and processing of plastic.

The van is taken to local school systems where student experience science firsthand! **Learn more.**

Volunteer at a local STEM Contest or Competition

Contact the Employer Talent Pipeline at Mid Michigan College or Delta College for assistance in connecting with local events

Host a summer day-camp or day-long series of activities for students

Design a more intensive activity plan

Best Practices:

- ♦ **Thematic activities work well.** For example, all the activities might connect to a high-interest and engaging unifying theme: Mad Science, Material Detectives, Wild about Tech Careers, Maker's Shop, Tinker-er Camp, Build It!, Trains, Planes and Automobiles.
- ♦ **Consider a series of short-term projects, or a longer project that is broken down into smaller "modules."**
- ♦ **Consider a combination of activities that can be done in a group and those that are quieter individual activities.** Include both types of activities.
- ♦ **Planning a variety of activities is key.**
- ♦ **Plan some activities which can be easily done if students finish other projects early.**
- ♦ **Running a day-camp or day-long series of activities requires careful planning.**

One camp format offered for 12-14 year olds through Jackson Area Manufacturing Association is called "Machining U," which introduces children to CAD design, machining, welding, laser cutting and programming.

A second camp called "Engineering is Elementary," helps children grades K to 5 develop engineering and technological skills.

Sample Summer Camp:

Shop Rats is a program in Jackson, MI that provides a variety of programming for youth including short term (less than 10 hours), exploration programs (less than 30 hours) and preparatory programs (30-60 hours). These descriptions can be found at their website: <http://shoprat.org/>

Exploration Programs are typically single week programs (<30 hours of instruction) that provide youth with an opportunity to explore facets of the manufacturing industry and skilled trade careers through hands-on engagement. Students will be able to identify specific careers following participation in these programs and have experienced components of what careers in these fields will entail. These programs are facilitated both independently and collaboratively.

Introductory Level:

- Shop Rat CO2 Dragster Engineering Project (6th Grade Students, Jackson County)
- Project Rosie: Girls Engaged in Manufacturing Camp (6th-8th Grade, Female Students)

Developing Level:

- STEM Connection (7th and 8th Grade Projects within designated STEM classes, incorporating manufacturing, Jackson County)
- Build It! Construction Camp (7th-10th Grade Students, Jackson County)
- Roller Coaster Engineering Camp (7th-10th Grade Students, Jackson County)

Advanced Level:

- Tinker: Exploring Innovation Camp (7th-10th Grade Students, Jackson County)
- Mechatronics & Robotics Camp (7th-10th Grade Students, Jackson & Ingham Counties)

Preparatory Programs take place over an extended period of time (30-60 hours of instruction) and provide students with an opportunity to participate in hands-on activities that provide career awareness and skill development related to machining, welding, engineering and construction careers. These programs incorporate facets of modern manufacturing such as use of CAD/CAM software, additive manufacturing (3D printing), mechatronics, and LEAN principles. Students promoted through this program must demonstrate proficiency at each level to progress. This category of program incorporates industry mentors and instructors with specialized skills.

Introductory Level:

- Shop Rat Introductory Classes
- Shop Rat Introductory Summer Camp

Developing Level:

- Developing Shop Rat Class
- Innovative Solutions Class
- Bots! II: Exploring Mechatronics Class

Advanced Level:

- Shop Rat Advanced Construction Class
- Shop Rat Advanced Engineering Class
- Shop Rat Advanced Machining Class
- Shop Rat Advanced Welding Class

Participate in a Career Fair at a Local School

Create an informational display and talk about what you know best: your industry!

Best Practices:

- **Contact the Employer Talent Pipeline at MMCC or Delta College for assistance connecting with local events.** Local colleges and high schools often have Career Expos designed to expose students to a variety of careers.
- **Work closely with the contact at the school and understand their expectations.**
- **Have banners and promotional materials that are colorful, with bold, inviting graphics.**
- **On written documents, include lots of graphs, iconographic and other short, readable captions.** Avoid dense text.
- **Interactive features and exploratory games on iPads are always popular.**
- **"Give away" items such as pens, key chains, etc., if possible.**

Sample Career Fair

A local metal engineering company sets up at a career expo at a local high school. In advance they make a large banner that showcases a person welding for the front of their table. The paper brochures and other handouts created for the event are informative in nature, focusing on the benefits of the careers available in the field of metal-works, the training required and the projected industry growth. Graphs and simple text make these eye-catching, appealing and easy to understand. iPads contain games and websites that relate to the industry. The company sends one welder, as well as the plant owner to answer questions throughout the afternoon. Interested students are invited back to contact the company to participate in a job shadowing experience.

Host a tour of your facility

Carefully planned tours enable students, teachers, and families to learn about your business firsthand.

Best Practices:

- ♦ **Carefully consider what you want students to learn.** “Knowing” about your business is not enough. You will want to define precisely what you want them to learn. Sample objectives might be:
 - Explain three different jobs in the shop and the basic responsibilities of those positions
 - Explain the basics of how a product is made
 - Create a brochure that explains the benefits of plastics in today’s world
- ♦ **Encourage students to connect** what they are seeing to what they already know. For example, if students are touring a plant that makes auto parts, ask the students how they think cars are made. Encourage them to share what they know by brainstorming as a group. Afterwards, enthusiastically tell them that cars are like a big puzzle, made of thousands of parts that must be engineered in order for the car to work well and safe. Then, start the tour and help them understand what they are seeing in terms of the production of individual parts.
- ♦ **Have examples for the students to feel, touch or see.**
- ♦ **Help them connect what they already know to what they will see on the tour.**
- ♦ **A hands-on component, or some form of active involvement portion is crucial.**
- ♦ **Consider partnering with a teacher to determine activities that students could do beforehand to prepare them for the tour.**
 - What prior knowledge would help them more fully understand what they will see? Are there concepts that help them make sense of the experience?
 - Similarly, could a teacher do an activity or lesson as a “follow up” experience to help them understand concepts more fully?
- ♦ **Consider how to encourage students to share the information they saw with their parents.** Provide resources that students could give their parents:
 - A simple activity that parents and students could do together
 - Have student create something and tell them explicitly to share with their parents that evening.
 - Consider distributing parent materials.
 - Students can be disorganized. Provide a folder or other way to house all of the materials to encourage a more organized presentation of materials.

Tour of your facility example:

A local business wanted to bring local high school students to their company to help them understand the benefits of 3D printing. The business worked with a local high school teacher to plan the visit. The students were doing a unit about innovations in technology. To prepare for the visit, the teacher talked to the students about ways technology had changed in their lifetime. They also read an article about the benefits of 3D printing and discussed in the classroom prior to the visit. Each group compiled a list of questions to bring on the field trip.

On the day of the visit, the students first joined an energetic employee in the company's conference room. The employee asked the students what they already knew about 3D printing and what they saw as the benefits of 3D printing. Then he passed around several examples of items made by 3D printers and talked about how 3D printing helped make these items more inexpensively than in the past.

He then explained a product they had been making recently and why. The students were given a note-taking guide that had the job titles of several stations they would visit, including CAD Design, Printer Technician, and Engineer listed. They were expected to take some notes about what each employee's job as they took the tour. They visited the employees in each of these areas who provided an enthusiastic overview of his or her responsibilities in terms of making the product. Each had examples and some interactive and/or hands-on component.

After the tour, the students returned to the conference room and the teacher gave the students a challenge: come up with a new item that could be made with 3D printing? Their teacher helped them brainstorm a list of products as a group. Then, the students chose one product to consider. The students worked in small groups to brainstorm an object that could be made by a 3D printer and thought about the role the CAD Designer, Printer Technician, and Engineer would have to create this new product. The students created a simple handout that showed pictures and descriptions of each step. The teacher and the company employee circulated, working with the students as they brainstormed.

Afterwards, the employee encouraged students to share their ideas with the group. In closing, the employee gave the students each a folder that contained a magnet, student-friendly information about careers in the industry, as well as an information page for their parents.

Manufacturer's Day

Manufacturer's Day has a variety of free resources to help you host a successful tour of your facility:
<http://www.mfgday.com/>

The website contains webinars, free resources, and event planning materials to help you make your event a success.

Allow a Student to Job Shadow

Students might spend a few hours to a few days observing employees in your organization.

Best Practices:

- ♦ **Plan the experience purposefully.** Consider what is engaging for students to observe and for what length of time. Too long observing the same thing will be tedious for a student who isn't actively involved, so consider how to have the student observe multiple tasks throughout the day.
- ♦ **A “rotational” job shadow can be conducted where the student observes different employees within the organization to obtain a “holistic” view of the organization.** This can help students clarify their interests within a certain field. For a “rotational” job shadow, plan an itinerary for the student and present it to all employees involved so everyone knows the plan for the experience.
- ♦ **Consider the timing so that the experience can be conducted at a time when the employee(s) they will be observing will have extra time to talk to the student and explain what is being done.** Avoid “crunch time” or other periods of stress or high-pressure within the organization.
- ♦ **Clearly outline the goals of the experience to all employees involved.** Helping everyone involved understand the purpose of the job shadow will help them be more patient, nurturing and friendly to the student.
- ♦ **Having one student job shadow at a time is best.**

Job Shadowing Example:

A student is exploring career options and wants to do a job shadow to explore the local steel industry. The company arranges for the student to job shadow for half a day. They start the experience by talking to a mid-level manager who provides an overview of the company and provides an itinerary to the student. The employees the student will shadow have been provided this itinerary in advance. The student starts observing in the CNC department, where the worker provides an overview of the department. Then she spends time observing the welders. Finally, she observes the logistics department. At the end of the experience, the mid-level manager who welcomed her initially meets with her and welcomes her back to do a more detailed observation in the future.

Internships

An internship is an experiential academic experience in which a student has intentional learning goals/objectives with measurable outcomes.

Characteristics of an internship:

An intern IS:

Internship circumstances vary widely. Common characteristics can include:

- ♦ A typical duration of three to nine months.
- ♦ A part-time or full-time commitment.
- ♦ Paid or unpaid opportunities.
- ♦ Connection to an educational program with academic credit.
- ♦ Non-credited or non-paid experience with a strong training component.

An intern IS NOT:

- ♦ Primarily clerical or unskilled labor: An intern must have a meaningful learning experience. While jokes abound in the media about interns picking up the bosses' morning coffee, an internship must be a meaningful learning experience for students and a chance for them to grow and develop their skills. That being said, an intern should not be expected to spend more than around 25% of their time completing mundane tasks like copying, stuffing envelopes, running errands etc. While they might pitch in with the rest of the team stuffing envelopes at crunch time, these tasks shouldn't comprise the majority of their daily experience. When mundane tasks are a reality, help students connect what they are doing to the professional skills that they are developing. (For example copying might help the student develop in the ability to prepare flawless documents for presentations or to help them learn to be prepared in advance for meetings).
- ♦ A Guaranteed Job Offer: Although some interns are offered part-time or full-time employment as a result of contacts they make during their internships, there is no guarantee that an internship will result in a job.
- ♦ An unguided/unsupervised experience
- ♦ Free labor

Some area employers have noticed that when they have students solely do menial tasks, that it actually disengages students from wanting to pursue a career in the industry.

If the goal is to build a talent pipeline, meaningful engagement and learning are key!

Internship Toolkit

Before you begin...

To establish uniformity in the use and application of the term “internship,” the National Association of Colleges and Employers (NACE) recommends the following definition:

“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 give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate”

Nearly any start-up, second stage or established company can use an intern. Interns are ideal for non-profits and for-profit organizations, start-up companies or small businesses that could use assistance with:

- ♦ Marketing
- ♦ Information technology
- ♦ Research
- ♦ Accounting responsibilities
- ♦ Human Resource Functions
- ♦ And more.

In situations where an entrepreneur is working out their concerns that they do not have space to house an intern, it would be ideal to allow the intern to work remotely by using an office-site location such as a Michigan Works Agency or a college/university, library or their own home.

Mid-size to large companies are also ideally suited for robust internship programs as they often have multiple departments and positions that provide great learning experiences to interns/volunteers.

³ Source: National Association of Colleges and Employers (NACE)

Below is a proposed example model for starting an internship program. Keep in mind that this model can be easily adapted by smaller businesses. One important consideration to make is that is not necessary for top-level managers to manage interns; for larger organizations, it is imperative that the message of developing an internship program comes from the top down, while the actual management can come from mid-level staff (as depicted in the chart below).

President/CEO

- Approves internship program
- Delivers message to organization

Human Resource Department

- Formats documentation
- Assists in writing job description & recruiting

Department Manager

- Identifies projects
- Assigns supervisor

Supervisor/Mentor

- Daily management
- Conducts evaluations

It is essential that any organization considering the developmental of an internship program includes the cost of the program in their budget. For budget approval, a figure that can be used is \$1,650 per student. Why \$1,650?

$\$8.15/\text{hr}$ (minimum wage at publication time) + payroll taxes= approximately
 $\$11.00/\text{hr} \times 150 \text{ hours} = \$1,650$

This figure is a starting point that can be used. Internship programs do not have to pay \$11 an hour nor do they have to be 150 hours in length.

- ♦ For companies who have organized labor unions, it may be necessary to notify appropriate union representatives at the beginning of the process.
- ♦ For companies without the ability to pay an intern, the possibility of match funding such as MIWorks or financial aid may be available.

The Benefits of an Internship Program:

Benefits for Employers from an Internship Program

- ♦ Internship programs can create/strengthen the connection to education to ensure that supply and demand of skill sets are properly aligned;
- ♦ Internship programs are an inexpensive recruiting tool and an opportunity to train future employees. The opportunity to evaluate prospective employees while they are working for the organization can reduce significant costs in finding new talent;
- ♦ Interns bring current technology and ideas from the classroom to the workplace, thereby increasing an organization's intellectual capital;
- ♦ Interns can be another source for the recruitment of diverse employees into your workforce;
- ♦ An internship program can supply an easily accessible source of highly motivated experienced or pre-professionals;
- ♦ Interns can provide a management opportunity for mid-level staff;
- ♦ Internship programs are great marketing tools for an organization if executed properly;
- ♦ Internships reduce costs for recruiting and training new employees;
- ♦ Keep talent local.

Benefits for Interns from an Internship Program

- ♦ Internships are an excellent way to learn about an industry of interest while also acquiring some of the necessary skills and tools for success in that industry;
- ♦ Internships can satisfy certain college program requirements and may allow the student to earn college credit, enriching the college experience and preparing for entrance into the workforce;
- ♦ Internships are a great way of building a relationship with an employer in an industry of interest. This relationship can open doors to future positions and networking opportunities that can strengthen one's career;
- ♦ Interns participating in an internship are typically more engaged in their learning and develop a better work ethic and more skills and abilities. These interns later become more dedicated employees and involved community members;
- ♦ By providing experiential learning while still in school, internships can give students real-life experience in their future choice of career.

Benefits for the Community from an Internship Program

- ♦ Internships can greatly decrease overhead and increase the productivity of businesses, helping to strengthen the local economy;
- ♦ By building the relationship between students, workforce, education, and businesses, the community's talent will be more likely to remain in the area, helping to prevent local "brain drain";
- ♦ Internships are a great way to create a future pipeline of talent within the community.

Sample Timeline and Checklist for Developing And Implementing An Internship Program

Months before the start of the internship

Actions needed

Six months

- ___ Assess internal needs:
 - ___ What are the organization's long-terms goals and needs?
 - ___ How could an intern program help meet these needs?
 - ___ What projects are on the "back burner" and how could an intern assist with these projects or complete other tasks that allow other employees to give their attention to these tasks.
- ___ Determine the goals of the internship program
- ___ Determine the qualities you want in your interns.
- Consider assessments like NCRC, Career Scope, Job Fit etc.
- ___ Assess resources and staff to serve as mentors/supervisors to interns
- ___ Determine how you will compensate the intern. If considering an unpaid internship, review legal considerations carefully (pages 34-35).
- ___ Announce the program to current employees; seek input from departments about potential projects for interns

Five months

- ___ Identify detailed goals and descriptions for possible projects, including timelines
- ___ Identify possible supervisors/mentors for the interns

Three to Four months

- ___ Develop expectations for the intern (handbook etc.)
- ___ Plan for how internship will be evaluated
- ___ Plan for first day orientation, ongoing supervision, and evaluation
- ___ Develop the job description

At least 2 months

- ___ Post the internship job opportunity

1 month

- ___ Interview candidates and select interns, make offers as soon as possible

Five Steps to Developing a Quality Internship Program:

Step 1	Set goals and policies for the internship program
Step 2	Define a plan for the internship opportunity
Step 3	Recruit a qualified intern
Step 4	Manage the intern
Step 5	Conduct exit interviews and follow-up

Step 1: Set Goals and Policies for the Internship Program

What is the main goal of your company's internship program?

- ♦ To market your organization and raise community awareness?
- ♦ To market your organization and raise awareness in the community and potential customers?
- ♦ To create a talent pipeline?
- ♦ To fill short term capacity issues?
- ♦ To create a talent pipeline in areas of need in your organization- short term and long term?
- ♦ To bring a fresh eye—invigorate the organization?

Once you establish the goal of your program and reason(s) for existence, you can get started by:

- ♦ Look at current business activities and consider what ongoing work you would like to expand or projects you would like to initiate or complete.
- ♦ Consider projects that are beneficial to your organization and provide challenging learning experiences for interns/volunteers.
- ♦ Examine your company's recruiting needs (i.e. employees retiring, departments that are expecting growth, adding positions as a result of recovering from a recession, demand for new/emerging required skill sets, or positions that are difficult to recruit or hire for).

Who will supervise and mentor the intern?

Intern supervisor(s)/mentor(s) do not have to be the President, CEO or Human Resource (HR) Manager. In fact, very seldom are they the appropriate supervisors for interns. Top-level managers approve the establishment of an internship program, after which the HR department ensures that proper documentation and recruiting processes are in place, including job descriptions, work plans and confidentiality agreements. At that point, it can be up to various department managers to identify who will supervise/mentor the intern. Some times, a team of supervisors might be responsible for managing the intern.

Recommended supervisor/mentor criteria:

- ♦ A supervisor should be selected because he/she likes to teach or train and has the resources to do so. The supervisor will help the intern keep their project on time and on budget.
- ♦ The mentor may be a department head, project leader, long-time employee or acting supervisor who is knowledgeable about the project on which the intern will work and can provide orientation and wisdom to the student.

Will you pay the intern?

Determine ahead of time if you will be able to compensate your intern, and make it clear up-front. Compensation could be in the form of an hourly wage or a stipend. Be sure to incorporate a strong training component into your program; ensuring the presence of a training component will justify unpaid internships. In addition to, or in lieu of stipends or wages, you may also be able to provide funding for the student to go through training program(s) such as MIworks. USDOL has outlined six criteria that for-profit companies must consider for clarification of unpaid internships. [See the Legal Issues section on page 48 to review these criteria.](#)

Step 2: Write a Plan for the Internship Opportunity

Identify goals, timelines, and a general description of the project, which will become your work plan, so that everyone understands the purpose and expectations involved. Keep in mind that this plan may evolve over time, as everyone learns and clarifies their objectives.

Contact the **Employer Talent Pipeline at Mid Michigan College or Delta College** to help clarify your goals and for assistance in writing a plan. [There are a sample work plan provided on pages 27-30.](#) Projects can be specific to a department or position, or “rotational” internships can be created. A “rotational” intern can be utilized throughout different areas and departments of the organization.⁵ An example of a “rotational” internship: Aviation is a broad field in which students working toward a degree in Aviation Administration are qualified for positions in various areas of an organization; therefore, students would be great candidates for “rotational” internships.

Benefits of a “rotational” internship:

Students who have not identified a specific area of interest within a field are able to get experience in various departments in order to choose where to concentrate their career path. After the work plan has been established, create a job description for the position. Job descriptions will be used for the recruiting process. Job descriptions outline the requirements you are looking for in an ideal candidate and also help determine what skill sets are needed to fill the responsibilities required by the position.

[There are sample job descriptions on pages 62-73 to help you get started.](#)

⁵ Source: Northern Jet Management

Writing the Plan: What Will the Intern Be Able to Do?

A part of developing the intern's plan, involves determining what they will learn. It is important to provide an intern challenging assignments that complement their academic learning. **Internships are learning and training experiences for students.**

While many students have "part-time" jobs to help pay for their education, an internship does not fall into this category. While a student employee might spend the majority of their time doing repetitive or menial tasks like copying or stuffing envelopes, it is important that the intern be able to develop their skills during the internship experience. While an intern can be expected to "pitch in" along with the rest of team stuffing envelopes during crunch time, **such tasks should not comprise the majority of an intern's experience.** That being said, it is important an internship be designed in advance, carefully considering what the intern will learn. **It might help you to think about what a successful intern – at the end of the internship experience – should be able know and do.**

It can be helpful to use the following "sentence starter" as a guide.

"Student intern will be able to..."

This statement is generally followed by an action verb that denotes with what the student will be able to DO or PRODUCE. For example, say:

"Student intern will be able to: produce/create/develop/write/manage..."

RATHER
THAN

"Student intern will know/think..."

How can you involve the intern in experiences beyond the actual work of the internship?

Further involvement can include training programs, social events, and opportunities to network with executives and other companies. Best practices for social events include:

- ♦ Encouraging interns to network amongst themselves to share their experiences.
- ♦ Inviting your intern to formal company sponsored events when possible.
- ♦ Organizing a formal end-of-the-program experience, such as participation in a golf outing or a lunch/reception with management.
- ♦ Having the intern shadow in other departments to familiarize them with your organization and expose them to opportunities outside of their original scope.
- ♦ Inviting your intern to Board meetings or other formal group settings to encourage networking with potential future employers.

A carefully developed plan for the internship will:

- ♦ Attract qualified interns
- ♦ Help define the intern's role in the organization
- ♦ Maintain focus, direction and a timeline to the intern's projects
- ♦ Provide the intern's supervisor with assistance in assigning appropriate tasks
- ♦ Determine what is "in" and "outside" of the scope of a given project

Sample Work Plan

Drafting Internship Example

Objective 1: Demonstrate competency in basic drafting functions such as:

- Handling engineering data: making and filing prints, calling up computer data files, printing CAD drawings/models from data files.
- Creating and making changes to engineering drawings or models: manual drawings, CAD drawings, solid models, sketches, layouts, and assemblies.
- Working and communicating effectively with experienced technical personnel.
- Observing and analyzing mechanism operations and machine controls
- Using standard PC business software for communication: email, internal office memos, business correspondence, spreadsheets, and databases.
- Demonstrating understanding and use of technical terminology.

Deliverables:

Create a step by step manual, for future interns, on how to properly handle and file engineering data within the company.

Objective 2: With the support of a team, take a lead role in the design process of a new product.

- Research information in technical publications, specification sheets, and documents.
- Read, interpret and/or sketch industrial mechanical drawings.
- Perform mathematical calculations for dimensions, tolerances, motions, costing.
- Use prints to fabricate, inspect, troubleshoot and assemble parts.
- Create, modify and/or inspect machined parts.
- Create and work with costing data, inventory data, bills of material.

Deliverables:

- Research and propose several design processes for team to consider. Compile research from technical publications, spec sheets, and other sources base into a readable report. Due to Sue Clark.
- Give a preliminary presentation to the team on the proposed approach for product including calculations, drawings, models , mathematical calculations for dimensions, tolerances, motions, and cost.
- Work with other members of the team to create, modify and inspect the parts. Document all steps of the process for inclusion in a final report.
- Write up a final report.
- Conduct a formal presentation on the project results.

Additional Duties include:

- Attend weekly team meetings
- Participate in weekly staff meetings
- Answer phones and address customer inquiries in a prompt, friendly manner

Drafting Internship Example continued...

Evaluation Methods:

- Contact with supervisor throughout the day
- Communication via email and telephone calls
- Evaluation of deliverables
- Evaluation forms

Timeline:

September 8- Intern Orientation

September 8-10: "Rotational" observation of various departments

October 8: Step-by-step manual, for future interns, on how to properly handle and file engineering data due

October 15- Preliminary research on design processes due to Sue Clark.

October 30- Preliminary presentation

November 10- Project planning meeting with intern, Sue Clark and Mark Randle

November 15- Project planning meeting with intern, Sue Clark and Mark Randle

December 10- Intern final reports due

December 25- Final evaluations due to college internship coordinator

Team:

- Intern
- Intern's Direct Manager: Sue Clark
- Engineer: Mark Randle
- College Internship Coordinator: Jeremy Hank

Internship Work Days/Hours

- Start date: Tuesday, September 8
- Tuesday, Wednesday, Thursday 9-4pm
- Hours will total 200 total

Drafting Internship Example continued...

Marketing Intern:

Intern name: John Doe

Length: June 1 – August 31, 2014

Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
8 am - 4 pm	OFF	8 am - 4 pm	OFF	8 am - 4 pm	24 hours / week

Projects:

- Create a detailed style guide
- Develop a marketing plan including demographic research
- Development and implementation of Social Media marketing
- Assist with website maintenance and development
- Assist with development of presentations and PowerPoints for staff
- Attend marketing committee meetings
- Assist with development of events & event planning

Primary Manager: Jane Smith

Secondary Manager: John Doe

Timeline:

Style Guide Draft #1 Due- June 30

Style Guide Draft #2 Due- July 1

Mid-Internship progress meeting – July 11

Managers: Jane Smith and John Doe

Marketing Plan Due- July 20

End-Internship meeting – August 31

Managers: Jane Smith and John Doe

Sample Work Plan Template



Position:

Length:

Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours

Email:

Password:

Projects:

-
-
-
-
-
-
-
-
-
-
-

Mid-Internship Progress meeting –

End-Internship meeting –

[DOWNLOAD PLAN TEMPLATE FILE .DOC](#)

Step 3: Recruit a Qualified Intern

Now that you have started laying the foundation for your internship program, it is time to begin the recruiting process. The **Employer Talent Pipeline at Mid Michigan College or Delta College** will be able to help connect you to key contacts in our area to help assist with recruiting.

The Employer Talent Pipeline at Mid Michigan College or Delta College will have contacts at:

- ♦ Post-secondary institutions:
- ♦ Local high schools:
- ♦ Local clubs and organizations

Carol McCaul, Employer Talent Pipeline Lead
Mid Michigan College
Phone: 989-289-9849
www.midmich.edu

Lindsey Bourassa, Employer Talent Pipeline Lead
Delta College
Phone: 989-686-9366
email: studenttalent@delta.edu

Begin searching three to four months before you expect an intern to start working:

Give ample lead-time to potential candidates to apply and begin the screening/interview process.

Special Considerations for The Internship Hiring Process:

Pre-interview - Analyze resumes:

- Check for signs of organization, clarity, and accuracy.
- Note involvement and roles in campus and community organizations.
- Look for accomplishments, patterns of progression, and growth.

Post-interview:

- Choose interns just as carefully as you choose permanent employees. (According to the National Associate of Career Employers, on average, in 2013 approximately 48.4% of students stayed on full-time upon graduation from college).
- Once you have determined your top candidates, arrange interviews in a timely manner (ideally within 3-5 days).

Sample Interview Structure

Interviewing An Intern

Prepare questions about:

- Specific coursework related to the position
- Knowledge or familiarity of equipment, techniques, computers, etc.
- Previous experiences related to the position
- Career interests and goals
- Use behavioral type questions as well as open ended questions

Allow for Questions and Comments

- Answer honestly and illustrate with your own experiences if possible
- Assess the quality of the intern's questions
- Avoid giving answers that indicate a commitment to a position
- Be prepared to answer questions about the position, expected training, company structure, company products

Planning the Interview, Plan to Give Information About the Internship

- Briefly recap information about the position
- Discuss candidate's availability for the internship to ensure your needs will be met
- Discuss any academic requirements for course credit

Follow Up with Candidates Promptly

- Send "no thank-you" letters to applicants who do not match your requirements ([example letter on page 36](#))
- Offer the position to the candidate that you have chosen. ([See example on page 35](#))

Sample Interview Questions:

- ♦ Why do you want to participate in an internship?
- ♦ Why are you interested in this specific internship opportunity?
- ♦ Why do you want to intern with our organization?
- ♦ How are you motivated?
- ♦ Give an example of a time that you went above and beyond the call of duty for a project, deadline or customer service situation. What were the results?
- ♦ Please explain your past experiences and why they have prepared you for this internship.
- ♦ What do you believe your current or most recent supervisor would say are your strengths and also areas that you need to work on?
- ♦ Give me an example of a time that your leadership skills stood out in a positive way.

** Questions asked of candidates for internship positions do not have to vary greatly from questions asked of candidates for regular employment positions.

Interviewing Best Practices⁶

- ♦ **Best practices for any hiring process still apply, but remember that many student interns don't have experience with the hiring process. So you may want to consider the following:**
- ♦ **Set the tone. Start with a firm handshake and a friendly smile.** Small talk about hobbies and interests can break the ice and put the candidate at ease; making them comfortable talking with you.
- ♦ **Tell the candidate what to expect.** Explain the process and expected length of the interview – then stick to it.
- ♦ **Plan what you will say about your company.** The best candidates may have other offers so you should tell them about the upside of working at your company. Share information about the business that you are passionate about. Be positive, but be honest.
- ♦ **Communicate your benefits.** Many interns may be seeking benefits. If you offer any kind of benefits or perks, be sure to let applicants know.
- ♦ **Don't make promises you can't keep.** Never make promises about job security, salary increases, or career advancement.
- ♦ **Remember to listen.** Most of the interview time should be spent on the candidate talking, not you.
- ♦ **Know what you can't ask.** There are many questions that are illegal to ask. See samples of acceptable and unacceptable interview questions on beginning on [page 34](#).
- ♦ **Put them to the test.** Get a feel for their "hands-on" ability by asking candidates to solve a realistic problem. Ask a potential office manager how they would improve a particular process, or ask a marketing candidate for suggested improvements to your website.
- ♦ **Leave time for questions.** When candidates ask questions, you get insight into how they think. The best candidate will ask you meaningful questions about the job. They may also ask about salaries and benefits, but if the only questions are about compensation, they may not be thinking about whether the job itself is a good fit.

Interviewing...Knowing HOW to ask is Critical! ⁷

State and federal laws have been established to prohibit discrimination in the workplace and hiring process. The process used for hiring interns must also comply with regulations and compliances. There are many questions that legally cannot be asked during an interview. Many of these questions relate to age, disability, marital/family status, height/weight, race, and ethnicity, to name a few.

Questions that **CAN** be asked during an interview include (but are not limited to):

- ◆ Are you over the age of 18?
- ◆ Travel is an important part of the job; do you have restrictions on your ability to travel?
- ◆ Do you have responsibilities or commitments that will prevent you from meeting specified work schedules?
- ◆ Are you able to lift a 50-lb weight and carry it 100 yards, as the job requires heavy lifting?
- ◆ Are you able to perform the essential functions of this job with or without reasonable accommodations? (Legal question as long as the job description was thorough).
- ◆ Will you be able to carry out, in a safe manner, all job assignments necessary for this position?
- ◆ Do you speak any different languages (including sign) that would be helpful in doing this job? (Legal if language ability is directly relevant to job performance and outlined in job descriptions).
- ◆ Are you authorized to work in the United States?
- ◆ Ask about professional or trade groups or other organizations that you belong to that you may consider relevant to your ability to perform your job.

Questions that **CANNOT** be asked during an interview include (but are not limited to):

- ◆ Are you married or do you have a permanent partner?
- ◆ Are you pregnant?
- ◆ Do you expect to become pregnant or have a family? When? How many children will you have? What are your childcare arrangements?
- ◆ How tall are you?
- ◆ Do you have any disabilities?
- ◆ Have you ever been arrested?
- ◆ When did you lose your eyesight/ leg/ hearing/ etc.?
- ◆ What is your native language?
- ◆ How old are you?

Sample Internship Offer Letter

Date:
Student Name
Student Address



Dear (Student's first name):

I am pleased to confirm your acceptance of an internship position as (Title) in the (Department Name) at a pay rate (if applicable) of (Hourly wage/stipend). Your first day of the work will be (Date). Your duties and assignments for this position will be those described to you in your orientation with (Supervisor's Name).

This offer is contingent upon completion of a physical examination, including a drug screen, and completion of employment processing procedures, as well as a criminal and/or financial background check. Please report to the Human Resources Department at (Time) on (Start Date) with the appropriate documents and completed forms.

If you have any questions, please feel free to contact (Supervisor's name) or me. We are very pleased that you have decided to join (Operating Company name). We look forward to seeing you on (Start Date) and offer a very warm welcome.

Sincerely,

(Insert signature here)

(Print your name)
(Your title)

[DOWNLOAD LETTER TEMPLATE FILE .DOC](#)

Sample “No Thank-You” Letter

Date
Student Name
Student Address



Dear (Student's First Name):

Thank you for your interest in an internship opportunity with (Company Name). Although your background and qualifications are impressive, we are unable to move forward in the hiring process at this time. Our Human Resources Department will contact you in the event that an appropriate future opportunity arises.

Thank you again for your interest in (Company Name). We wish you success in your future endeavors.

Sincerely,

(Insert signature here)

(Print your name)
(Your title)

[DOWNLOAD LETTER TEMPLATE FILE .DOC](#)

Step 4: Manage the Intern

Getting started on the right foot is important. This will lay a solid foundation for the intern's experience. Using the work plan you have developed for the internship opportunity, you will set up an orientation for your new intern.

Orientation

It is imperative that interns are appropriately acclimated to your organization. Information provided to them must be just-in-time (JIT). It is counter-productive to overload them with information on their first day, or even first week. Internship orientation programs should be set up as an ongoing process rather than a one-time event. There are things you can do to structure and strengthen your orientation program such as:

Orientation preparation:

- ♦ Prepare a list of essential items that need to be covered on their first day. Also consider preparing an organizational chart that includes names and projects.
- ♦ Create a guide, document, or talking points that address your organization's culture.
- ♦ Identify and communicate how the intern will fit in with your organization.
- ♦ Mail a "welcome package" to your intern prior to their first day.
Include:
 - [Start date and first day agenda](#)
 - [Directions and parking information \(if needed\)](#)
 - [Bios and pictures of Board and staff members \(optional\)](#)
 - [Frequently asked questions \(FAQs\) from previous interns](#)

* If Mondays are the busiest days for your organization, do not have an intern start on a Monday.
Be sure that their manager has available time to dedicate to the intern on their first day.

** If your intern is going to be attending meetings on your behalf, it is important that they know about your organization's mission, vision and goals so that they can appropriately respond to questions and situations.

Orientation Checklist

Many students are unfamiliar with business and industry. Although some may have worked part-time, they may not be familiar with organizational politics, the need for confidentiality, or the importance of making a profit. Orientation should help the student become familiar with all of these areas. **Proactively setting expectations helps avoid problems down the road.**

Explain the Mission of the Organization:

- How did it start? Why?
- What is unique about your product or service?
- What are the current objectives of the organization and how will the intern contribute?

Company Organization:

- Who reports to whom?
- Who is the intern's supervisor?
- What department is the intern working in? What is that department responsible for?
- When specifically should the intern access that supervisor? How is communication preferred?
- Which personnel can answer different types of questions?

Work Standards and Procedures:

- What special industry vocabulary is important to know?
- How are requests processed?
- What procedures are in place? What safety regulations must be maintained?
- What forms/documentations need to be completed?
- What security and confidentiality expectations are in place?
- Tasks that can(not) be completed without supervisory approval

Expectations

- What is acceptable dress?
- What are expectations for wearing ID badges?
- Expectations for addressing clients, customers and vendors?
- Expectations for mail, telephone systems and email systems?
- What are expectations for maintaining work station.

Intern Responsibilities

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

The Basics

- Where do you eat lunch?
- What are building hours and schedule of activities?



Orientation Checklist

HR Manager/Talent Director		Supervisor
<ul style="list-style-type: none"> • Policies and procedures • Mission and vision • Organization goals • Code of conduct • Time keeping • Email address/phone # • Parking 	<ul style="list-style-type: none"> • Dress code • Work station • Restrooms • Breaks/lunch • End of internship process* • Confidentiality agreement 	<ul style="list-style-type: none"> • Memorandum of Understanding (MOU) • Progress reviews • Schedule

*End of Internship:

- Exit interview
- Employer evaluation of intern
- Intern evaluation of employer
- Intern self-assessment

This orientation is provided to you for information and immediate reference.

This is to acknowledge that I have attended orientation and understand and agree to comply with the terms of my internship.

Orientation conducted by: _____ Date: _____

Intern name: _____ Date: _____

Intern Signature: _____

[DOWNLOAD CHECKLIST TEMPLATE FILE .DOC](#)

Now that the intern has been properly orientated, it is time to set up their work station and begin managing them appropriately.

Give your intern the resources he or she needs to do the job:

A proper workstation, telephone with voicemail, computer and email account is vital to your interns' success. Point out the supply room and introduce any appropriate personnel.

Have the intern conduct an entry presentation:

Once the intern begins and is settled in their workspace, have them present an entry presentation to a small group- ideally within their first week. You can invite their manager, a few executives and other co-workers to attend. This will be an opportunity for them to practice and develop their presentation skills and introduce themselves to a few staff members. This is also a great chance for you to gauge their public speaking abilities to determine if they can represent your organization at meetings or events. Provide the intern with feedback after their presentation.

Monitor the intern's progress:

- ♦ Make sure you are aware of what's happening with their daily tasks.
- ♦ Keep in mind this could be the first work experience for this person. When work is assigned make sure it is given with detailed explanation. A few extra minutes of explanation will pay off later when the intern produces good work.
- ♦ Help your intern set goals for completion of various tasks, including daily, weekly and monthly goals. This will help establish a solid work ethic for the intern.

Evaluate the intern's progress periodically and give feedback:

- ♦ Evaluations are important for the success of your interns' experience. Evaluation processes differ and yours might be a formal written review given at the halfway point and at the end of the program, or it may be delivered over an occasional lunch with the intern.
- ♦ Educational institutions may require onsite visits or conference calls during the internship to facilitate the evaluation process for grading purposes. The intern will be able to share with you what is expected and a representative from the school will contact you if this is a requirement for credit.
- ♦ It is recommended to use a **30-60-90 day management form** (or another management tool) to monitor the intern's progress. This will help them learn to manage their time, meet expectations and prepare for evaluations.

30-60-90-day Management Form

Instructions	
<p>Instructions for Supervisor:</p> <ol style="list-style-type: none"> In the spaces provided on the front of this form, record the job expectations that are essential duties and responsibilities of the job held by this intern. Consider these job expectations, which should reasonably be met for fully satisfactory performance. Be brief, but specific in defining these expectations. Record the expectations at the beginning of the review period. Each expectation should be reviewed with the intern and it should be explained that the expectations would provide the basis for the review at the end of the review period. Following the supervisor's review of the expectations, the intern is given a copy of the form. 	<ol style="list-style-type: none"> At the end of the review period, enter under the column "Review" your appraisal of this intern's performance for the period covered. Describe how well the intern met or exceeded the requirements of the job, as these requirements were identified. Also, under the "Comments" section, record any pertinent comments or remarks about this intern's work performance that cannot appropriately be explained in the review. A conditional or an unsatisfactory rating must be fully explained. Review with the intern and obtain the intern's signature in the appropriate space on the form. Retain one copy for your reference. Forward a copy to the Company's internal Internship coordinator and then file into Interns' Personnel File.

<p> <input type="checkbox"/> 30 days <input type="checkbox"/> 60 days <input type="checkbox"/> 90 days </p> <p> Period Reviewed: _____ / _____ (mm/dd/yy) (mm/dd/yy) </p> <p style="text-align: center;">Job Expectations</p> <p>In the spaces provided, record the performance expectations you consider as significant and essential elements of the intern's job.</p> <ol style="list-style-type: none"> _____ _____ _____ _____ _____ _____ 	<p> Intern's name _____ Department _____ Job title _____ </p> <p style="text-align: center;">Review</p> <p>In the spaces provided, describe how the intern has performed for each expectation in the period covered by this review.</p> <ol style="list-style-type: none"> _____ _____ _____ _____ _____ _____
---	---

Comments Instructions
In this space, you have the opportunity to comment on the personal characteristics of the intern as they relate to the Intern's job performance. Such behavior concepts as dependability, leadership, sociability, etc., may be considered. Additional remarks that cannot appropriately be explained under review, but yet are important, should be entered here.
<p>Comments</p>

<p style="text-align: center;">Intern Certifications</p> <p>I understand the requirements of the job are not necessarily limited to the job expectations recorded above. I hereby certify that I have had the opportunity to review the job expectations and have received a copy of them.</p> <p> Intern Signature _____ Date _____ </p>	<p>Based upon your review of the job expectations and your comments above, place a check in the square representing the work performance of this intern for the period covered. A conditional or an unsatisfactory rating must be fully explained in the comment section.</p> <p>I hereby certify that this review constitutes my best judgment of the service performed by this intern for the period covered.</p> <p> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory </p> <p> Supervisor Name (printed) _____ Date _____ Supervisor Signature _____ Intern Name (printed) _____ Date _____ Intern Signature _____ </p>
--	---

[DOWNLOAD MANAGEMENT FORM .PDF](#)

Tips for Utilizing the 30-60-90 Review Form

The purpose of the **30-60-90 day management tool** is to identify clear expectations for the intern, and to have a standard form to review at their progress review meetings. This will also help the intern get into the habit of preparing for evaluations with future employers.

When you get ready to fill out the form, there are two different ways you can do it:

1. Prior to the start date, you can fill out all 3 forms:
 - 1 for the 30 day review of expectations
 - 1 for the 60 day review of expectations
 - 1 for the 90 day review of expectationsor:
2. Prior to the start date, you can fill out just the 30 day form and when you have the 30 day progress review meeting, you can discuss expectations that can go on the 60 day form, and then repeat this process for the 90 day form at the 60 day review meeting.

The benefit is that you may discover skills that you did not realize they had, or they may express an interest in areas that they have learned within their first 30 days at your organization.

Step 5: Conduct Exit Interviews and Follow-up

Understanding and considering the intern's view of their experience will enable you to continue recruiting strong candidates for future openings. Using data and information collected at the end of each internship will allow an organization to make necessary adjustments to strengthen their internship program.

Proving the value of your internship program will require hard evidence that your organization is getting a return on its investment:

- ♦ Use the evaluation forms found on [pages 44, 46-47](#)
- ♦ Have the intern conduct an exit presentation and provide feedback (if you had them conduct an entry presentation).
- ♦ Conduct an exit interview to determine if interns are leaving the organization with a good experience. This provides valuable feedback to upper management for future program planning and adjustments and a prompt response to external organizational messaging. [See sample exit interview on page 45.](#)

In addition to qualitative measures, a number of quantitative measures can be developed:

- ♦ Common measures may include the number of interns that become full-time employees, the number of requests for interns within the company, and growing numbers of qualified intern applicants.
- ♦ In order to successfully measure your program outcome, you should return to the stated program goals and address those outcomes.

It may be beneficial to include department managers, the intern's supervisor, and the human resource manager in the exit interview.

Now you are ready to start preparing for your
next internship!

Sample Employer Evaluation of Intern/Volunteer

Intern/volunteer name: _____ Date: _____

Dates of Internship: _____

Supervisor: _____

- How well was the intern prepared for this internship?
- Can you suggest instructional areas that would benefit this intern?
- Please provide examples in which the intern applied good judgment and had a technical competence for the assigned tasks.
- How would you rate the intern's sense of responsibility toward his or her assignments?
- Please provide some examples in which the intern worked quickly, thoroughly and efficiently.
- What are the intern's strengths and weaknesses when interacting with others?
- What are the intern's strengths and weaknesses when it comes to leadership?
- Discuss areas where the intern has made significant improvement.
- What are the intern's strengths and weaknesses in oral and written communication?
- Would you recommend this intern for future employment? Why or why not?
- Are there other areas involving the internship program or the intern that you wish to comment on?

[DOWNLOAD EVALUATION QUESTIONS .DOC](#)

Sample Exit Interview

Schedule an exit interview in advance to give the intern an opportunity to prepare thoughts and questions. Avoid scheduling it on the intern's last day on the job so that there is time to take care of any action items that arise.

Exit Interview Steps

1. Explain the purpose of the exit interview
2. Encourage the student to be as candid as possible
3. Explain that you will be taking notes
4. Begin with less sensitive questions to put the student at ease
5. Gradually move into areas of greater sensitivity
6. Ask the student if he/she has any remaining questions or suggestions for improving the internship program
7. Conclude by thanking the student for his/her time and honesty

Exit Interview Summary

Name: _____

Date: _____

Department: _____

Supervisor: _____

Company property returned:

Keys: _____

Badge: _____

Phone: _____

Computer: _____

Other: _____

1. How similar was your actual assignment to your expectations?

(1=disagree, 5=agree)

1 2 3 4 5

2. How would you rate (company name) as a place to work?

(1=poor, 5=excellent)

1 2 3 4 5

3. How well did your experience provide information about your chosen field?

(1=unsatisfactory, 5=exceeded expectations)

1 2 3 4 5

4. What was the most valuable experience during your internship?

[DOWNLOAD EXIT INTERVIEW SUMMARY .DOC](#)

Final Intern Evaluation of Employer

Intern name: _____ Date: _____

Employer: _____

Supervisor: _____

1. Did you feel the work provided a valuable experience in relation to your academic studies/career goals?
2. Were you given responsibilities that enabled you to apply your knowledge and skills?
3. Were you allowed to take the initiative to work beyond the basic requirements of the job?
4. Did the organization and/or supervisor work with you regularly? Were they available to answer questions when necessary?
5. Briefly note new skills, techniques and knowledge gained in this position.
6. Discuss the weak points of your internship experience and ways they may be improved.
7. Discuss the strong points of your internship experience.
8. Was there anything that was not covered that should have been covered during the internship experience?
9. Do you think your academic program adequately prepared you for this internship?
10. If you had any aspect of your internship to do over, what changes would you make?
11. Would you recommend this internship to other students?

*Note additional comments about your particular job not mentioned above.

DOWNLOAD FINAL INTERN EVALUATION OF EMPLOYER .DOC

Final Intern Self Evaluation

To evaluate and improve your internship program, it is helpful to learn what impact the internship program you participated in has had on your work. We would therefore greatly appreciate if you would complete this questionnaire. Please answer as many questions as possible, but simply omit any questions that do not apply to your circumstances.

Employer Name: _____
 Your Name: _____
 Job Title: _____
 Contract: _____
 Hire Date: _____ Hours: _____ End date: _____

WORK SKILLS:

Directions: Please circle 1-2-3-4-5 (1=unsatisfactory and 5=excellent) if you felt that you have improved these skills.

Attendance:	1	2	3	4	5
Quality of work: (Thoroughly & accurately)	1	2	3	4	5
Communication:	1	2	3	4	5
Written Skills:	1	2	3	4	5
Typing Skills:	1	2	3	4	5
Teamwork:	1	2	3	4	5
Professionalism:	1	2	3	4	5
Time Management:	1	2	3	4	5
Judgment:	1	2	3	4	5
Attitude:	1	2	3	4	5
Project Completion:	1	2	3	4	5

Intern signature: _____ Date: _____

Employer signature: _____ Date: _____

[DOWNLOAD FINAL INTERN SELF EVALUATION .DOC](#)

Legal Issues

Do you have to pay interns?

The United States Department of Labor (USDOL) Fair Labor Standards Act (FLSA), which applies to all for-profit and non-profit companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

It is not required by law to pay interns who qualify as learners or trainees. Rarely are all the criteria met, so we highly recommend paying interns to avoid potential issues. The USDOL has outlined six criteria for determining trainee status:

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

If you are a for-profit company and are unsure whether you are meeting the above mentioned criteria, consider using the term "volunteer" rather than "intern." And as always, contact your general counsel or labor attorney for additional clarification.

Workers' and Unemployment Compensation

Workers compensation Boards have found that interns contribute enough to a company to make them employees. It is wise to cover interns under your workers' compensation policy even though you are not required to do so. Interns are not generally eligible for unemployment compensation at the end of the internship.

Keep in Mind

- ♦ With the exception of less stringent termination and unemployment compensation procedures, the same laws and standards for hiring full-time employees apply to hiring interns.
- ♦ Even if a student is working through a school program for which he or she is being "paid" in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.
- ♦ The employer should identify the specific terms and conditions of employment (e.g., dates of employment as an intern, including the date the internship will end; compensation; organizational and/or reporting relationships; principal duties; tasks or responsibilities; working conditions; confidentiality; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may be beneficial to document such a discussion with a written agreement. This should be made in consultation with the educational institution.
- ♦ While interns are not specified in the language of the law, we strongly recommend that you follow equal opportunity employment laws when recruiting and hiring interns.
- ♦ If an intern is harassed at your organization and you don't do anything about it, your organization opens itself up to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organization's harassment policy and the complaint procedure.
- ♦ To limit exposure to liability, it is suggested that you cover interns under your worker's compensation policy even when they are unpaid.

Interns Under 18 Years of Age

Federal law prohibits the employment of children under the age of 18 in "hazardous" occupations. Hazardous occupations include occupations in or about plants manufacturing explosives or articles containing explosive components, coal-mine occupations, and other occupations specified in the law.

Minors between the ages of 14 and 16 may be employed in occupations other than manufacturing and mining subject to permits issued by the federal or state government. Such employment is confined to periods that will not interfere with a child's schooling and to conditions that will not interfere with the child's health and well-being. This means that employment (1) must be outside school hours and between the hours of 7 a.m. and 7 p.m., except during the summer (June 1 through Labor Day), when the evening hour is 9 p.m.; (2) must not be more than 3 hours a day or more than 18 hours a week when school is in session; and (3) must not be for more than 8 hours a day or 40 hours a week when school is not in session.

Source: Russ Brown, Attorney at Law, USDOL

Working with High School Students

Benefits of Creating Programs for High School Students

Local school districts welcome collaboration with area businesses in order to create experiential opportunities for students.

Benefits for the student include:

- ♦ exploring career paths
- ♦ determining interests
- ♦ discovering local career opportunities
- ♦ increasing educational engagement at the high school level, and beyond
- ♦ building a professional identify

Benefits for business include:

- ♦ Increasing the community's exposure to local businesses
- ♦ Gaining new ideas
- ♦ Supporting local high schools and community
- ♦ Connecting with local talent

Consult Your Local School District Early

As you begin to develop a program for area high school students, keep in mind that schools are required to follow specific laws and regulations at the federal, state, local, and district levels. We encourage you to consult your local school district, career technical education center, RESD, ESA, or ISD early in the planning process. They will help you understand the regulations fully. The **Employer Talent Pipeline at MMCC or Delta College** can help connect you with the right individuals in your local school systems!

Call the **Employer Talent Pipeline at MMCC or Delta College** to get started!

You may want to discuss these items with your local district:

- The types of experiential learning experiences offered
- The length of the experience
- Hours students are allowed to work per week
- Required paperwork
- Pupil accounting requirements
- Safety/ Liability
- Types of out-of-workday activities that are allowed

Michigan Department of Education/Office of Career and Technical Education

WORK-BASED LEARNING (WBL) OPPORTUNITIES CHART

An Overview of the Major Types and Related Legal/Liability Compliance Factors

Major Work-Based Learning Opportunities						
A. Program Description Factors	Student/Visitor	Volunteer	Work-Based Learning Non-CTE Programs (Paid and Unpaid*)	Work-Based Learning State -Approved CTE Programs (Paid and Unpaid*)	In-District/In-School Placements (Paid and Unpaid*)	Minor Employee with Work Permit (Not WBL)
Program Types (Note: Local districts may call different types of work-based learning by different names. This is a local determination and an acceptable practice).	<ul style="list-style-type: none"> - field trip - career exploration - job shadowing - day on-the-job - work-site project 	<ul style="list-style-type: none"> - service learning - community service - service clubs - youth groups* <p>*some youth oriented agencies are exempt from the YESA; no work permit required</p>	<ul style="list-style-type: none"> -- Paid or unpaid work-based learning experiences (these can include apprenticeships) -- Work-Based Learning Experiences for Pupils with Disabilities -- **In-District Placement/Transitions 	<ul style="list-style-type: none"> -- Paid or Capstone Work-Based Learning Experiences State-Approved CTE Programs (these can include apprenticeships) -- Unpaid Work-Based Learning Experience State-Approved CTE Programs -- **In-District Unpaid Work-Based Learning Experiences State-Approved CTE Programs -- Unpaid Training State-Approved CTE Less-Than-Class-Size (LTCS) 	<ul style="list-style-type: none"> -- 1. In-District Placement/Transitions (Unpaid Only) -- 2. In-District Unpaid Work-Based Learning Experiences State-Approved CTE Programs (Paid and Unpaid) 	<ul style="list-style-type: none"> - Part-time work - Full-time work - Summer job - Volunteer work
Key Components	<ul style="list-style-type: none"> - school sponsored - guidelines established - no work performed 	<ul style="list-style-type: none"> - nonprofits ONLY - can't be required - agency has operating guidelines - work permit on file at work-site (exempt from YESA if the nonprofit is "youth-oriented") - complies with state And federal child labor provisions 	<ul style="list-style-type: none"> -- Students in grades 9-12 -- Training Agreement -- Training Plan listing performance elements (job skills) -- Refer to Pupil Accounting Manual for other requirements 	<ul style="list-style-type: none"> -- Students in grades 11-12 -- Training Agreement -- Training Plan listing performance elements (job skills) -- Refer to Pupil Accounting Manual for other requirements 	<ul style="list-style-type: none"> - In-District Agreement Training Plan -- listing performance elements (job skills) 1. Placement must relate to student transition plan (copy of plan required) -- Students in grades 9 and above 2. Placement be for a student from a state-approved CTE program (PSN number required) -- Students in grades 11-12 	<ul style="list-style-type: none"> - work permit on file at work-site before working - work permit issued by schools - complies with child labor provisions

Work-Based Learning Programs/Overview

Revised: May 2013

Major Work-Based Learning Opportunities						
B. Legal and Compliance Factors	Student/Visitor	Volunteer	Work-Based Learning Non-CTE Programs (Paid and Unpaid*)	Work-Based Learning State - Approved CTE Programs (Paid and Unpaid*)	In-District/In-School Placements (Paid and Unpaid*)	Minor Employee with Work Permit (Not WBL)
Documentation	<ul style="list-style-type: none"> - parent permission - roles/responsibilities detailed appropriate to site - activities detailed - work-site monitored by school - safety orientation 	<ul style="list-style-type: none"> - program guidelines - roles/responsibilities detailed appropriate to site - activities detailed - safety orientation 	<ul style="list-style-type: none"> - work-site visited prior and during - student monitored at work by appropriately certified teacher - employed by school - work-site mentor assigned to student - student progress is assessed using performance elements (job skills) - training agreement and training plan (must be filed at work-site prior to placement) - safety instruction is documented 	<ul style="list-style-type: none"> - work-site visited prior and during - student monitored at work by vocationally certified teacher employed by school - work-site mentor assigned to student - student progress is assessed using performance elements (job skills) - training agreement and training plan (must be filed at work-site prior to placement) - safety instruction is documented 	<ul style="list-style-type: none"> - work-site visited prior and during - student monitored at work by appropriately certified teacher employed by school - work-site mentor assigned to student - student progress is assessed using performance elements (job skills) - training agreement and training plan (must be filed at work-site prior to placement) - safety instruction is documented 	<ul style="list-style-type: none"> - original work permit on file at work-site: <ul style="list-style-type: none"> CA-6 for youth 14 and 15 years old CA-7 for youth 16 and 17 years old - copy of work permit on file at school - other appropriate documentation on file for minors working under exemptions
Injury to Participant	<ul style="list-style-type: none"> - parent health insurance may apply (medical only) - district may provide or make available short-term student accident insurance (medical only) - work-site general liability insurance should apply 	sponsoring organization's workers' compensation coverage and/or general liability policy should apply	<ul style="list-style-type: none"> - responsibility of the individual, parent and school (Usually the party responsible for the direct supervision and receiving the benefit) - work-site general liability insurance may apply - work-site workers' compensation coverage if student is determined to be "working" 	work-site workers' compensation coverage	work-site workers' compensation coverage	work-site workers' compensation coverage
Injury to Others Resulting From Participant's Role	<ul style="list-style-type: none"> - work-site general liability insurance - district general liability insurance may apply 	<ul style="list-style-type: none"> - work-site general liability insurance - district general liability insurance may apply 	<ul style="list-style-type: none"> - work-site general liability insurance - district general liability insurance may apply 	<ul style="list-style-type: none"> - work-site general liability insurance - district general liability insurance may apply 	<ul style="list-style-type: none"> - work-site general liability insurance - district general liability insurance may apply 	work-site general liability insurance

Revised: May 2013

Work-Based Learning Programs/Overview

B. Legal and Compliance Factors Cont.	Student/Visitor	Volunteer	Work-Based Learning Non-CTE Programs (Paid and Unpaid*)	Work-Based Learning State - Approved CTE Programs (Paid and Unpaid*)	In-District/In-School Placements (Paid and Unpaid*)	Minor Employee with Work Permit (Not WBL)
Hours Worked	N/A, participant not working	- restricted by state child labor provisions	- restricted by both state and federal child labor provisions - districts should have local policy mirroring state standards concerning hrs for 16 & 17 year olds	- restricted by federal child labor provisions, - districts should have local policy mirroring state standards concerning hrs for 16 & 17 year olds	- restricted by federal child labor provisions, - districts should have local policy mirroring state standards concerning hrs for 16 & 17 year olds	restricted by state and federal child labor provisions, exemptions for 16 & 17 year olds
Hazardous Occupations	N/A, no employee status, school operating policies should conform with acceptable practices	yes, school or agency operating guidelines must conform with state and federal child labor provisions	Not allowed	Certain exemptions can be applied if granted but only in limited areas - 16 & 17 year olds	Not allowed	Not allowed
Occupational Safety or Health Hazard	yes, must comply with all MIOSHA regulations and standards	yes, must comply with all MIOSHA regulations and standards	yes, must comply with all MIOSHA regulations and standards	yes, must comply with all MIOSHA regulations and standards	yes, must comply with all MIOSHA regulations and standards	yes, must comply with all MIOSHA regulations and standards
Safety Training	yes, essential, both prior and during	yes, essential, both prior and during	yes, essential, both prior and during	yes, essential, both prior and during	yes, essential, both prior and during	yes, essential; employer's responsibility
Applicability of Unemployment Insurance	N/A, no employee status	N/A, no employee status	N/A, no employee status	time during training agreement is exempt	time during training agreement is exempt	paid by employer
Applicability of Workers' Comp. and General Liability Insurance	N/A, participants not working	coverage needed; liability under Act determined on a case-by-case basis	Employer coverage required.	Employer coverage required.	Covered by school	coverage needed; typically extended by employer
Pupil Accounting (State Aid Membership)	experience must be documented if considered part of the instructional program	experience must be documented if considered part of the instructional program	-can be released no more than 1/2 of students' FTE	-can be released no more than 1/2 of students' FTE	-can be released no more than 1/2 of students' FTE	part-time employment hours cannot count toward membership

Work-Based Learning Programs/Overview

Revised: May 2013

C. Age Factors	Major Work-Based Learning Opportunities					
	Student/Visitor	Volunteer	Work-Based Learning Non-CTE Programs (Paid and Unpaid*)	Work-Based Learning State - Approved CTE Programs (Paid and Unpaid*)	In-District/In-School Placements (Paid and Unpaid*)	Minor Employee with Work Permit (Not WBL)
Under 14	yes	yes; restricted to district and agency guidelines with child labor law provisions	no	no	no	Some exemptions under the Youth Employment Standards Act (YESA)
14 and 15	yes	yes	yes	No	1) yes 2) no	yes, limited hours and work
16 and 17	yes	yes	yes	yes, limited hours and work, some flexibility under certain conditions	yes, limited hours and work, some flexibility under certain conditions	yes, limited hours and work, some exemptions allowed
18 and Over; Still in High School	yes	yes	yes, limited by local program policies	yes, limited by local program policies	yes, limited by local program policies	no

*For unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement

**Unpaid Trainees must meet the 6 federal criteria for trainee as listed below:

- 1- progressive training
- 2- benefit of trainee
- 3- no displacement
- 4- no direct benefits to employer
- 5- no job entitlement
- 6- no wage entitlement

[Prepared as a working document, information in this chart is a general description only and does not carry the force of legal opinion. Applicable to Michigan only.]

Michigan Department of Education
Office of Career and Technical Education

Fact Sheet

Work Permits in Michigan

According to the Youth Employment Standards Act, P.A. 90 of 1978, as amended (Section 409.106), work permits shall be issued in the form prescribed by the Department of Education. The work permit forms (CA-6 and CA-7) were last revised in October 2011 and should replace existing work permit forms. Michigan's Youth Employment Standards Act 90 of 1978 (YESA) requires employers to have work permits for minors under the age of 18. The permit certifies the age and compliance with labor laws prior to the minor starting work.

Who Needs a Work Permit?

A minor who is:

- ◆ 11 years of age or older employed as a youth athletic program referee or umpire for an age bracket younger than his/her own age; or
- ◆ 11 years of age or older employed as a golf or bridge caddy; or
- ◆ 13 years of age or older employed to perform services entail setting traps for formal or informal trap, skeet and sporting clays shooting events; or
- ◆ 13 years of age or older in some farming occupations described in section 4(3) of the Youth Employment Standards Act (P.A. 90 of 1978); or
- ◆ 14 years of age or older student home schooled, cyber schooled, virtual schooled, online schooled, or drop out, employed in a paid or unpaid position (volunteer) and not specifically exempt from YESA.

Who Issues Work Permits?

Permits are issued by the Chief Administrator (usually Superintendent) of a school district, intermediate school district, public school academy, or non-public school or a person authorized by that Chief Administrator (Superintendent), **in writing**, to act on their behalf, in their administration or central offices, middle, or high schools to issue work permits. **NOTE: That person must be authorized, in writing, by the Chief Administrator and the issuance of work permits must be part of his/her job description. The written authorization must be kept in the person's personnel file and/or personal file on site. The Department of Education does not receive copies; the letter is to be kept locally only.**

Types of Work Permits

- ◆ Form CA-6 **must be** printed on pink paper, front and back, and is used for minors who are under 16 years of age
- ◆ Form CA-7 **must be** printed on yellow paper, front and back, and is used for minors who are 16 and 17 years of age

Instructions for completing and issuing CA-6 and CA-7 Work Permit and Age Certificate Forms are on the back of the respective forms. These instructions are a formal part of the work permit and **must be** printed on the back in order to be considered valid.

A completed work permit allows a minor to be employed only by the employer who completes the "offer of employment" section (Section II of the form). CA-7 work permits are valid until a minor turns 18 or graduates from high school, as long as the minor remains continuously employed by the same employer. Minors may obtain work permit forms from their local school issuing officer.

What is the Procedure to Legally Employ Minors with Work Permits?

Minor obtains the CA-6 or CA-7 from the issuing officer of his or her school district and completes Section I. Minor takes the form to the prospective Employer who completes Section II, "Offer of Employment".

The following is a check-off of information needed from the employer:

- ☐ Name and address of employer
- ☐ Job duties/tasks to be performed by minor (employers need to be specific)
- ☐ Equipment/Tools to be used by minor
- ☐ Applicant's job title/General nature of occupation
- ☐ Hourly wage
- ☐ Start and ending times of employment
- ☐ Start and ending times of meal and rest period
- ☐ Employer's signature, title, date signed, and telephone number

Michigan Work Permits:

CA-6 pink form is for minors under 16 years of age

CA-7 yellow form is for minors 16 and 17 years of age

Permits are needed **BEFORE** minor begins employment

Hours must comply with state and federal laws and rules



Issuing Officers cannot fill in blank sections or issue if the work permit is outdated or if any part of the form is incomplete.

This information needs to be accurate because issuing officers must certify that the information provided by employers conforms to state and federal laws and regulations. The employer then gives the form to the minor and the following steps must be completed before the minor can begin work:

- ♦ Minor takes form to school district's issuing officer (minor must appear in person)
- ♦ Issuing officer verifies age of minor using best available evidence of age
- ♦ Issuing officer verifies that employers "offer of employment" complies with state and federal laws and regulations
- ♦ Issuing officer fills in "number of hours in school" section
- ♦ Issuing officer verifies the form was signed by student and employer
- ♦ Issuing officer issues work permit by completing the school's name and address, signing and dating form, and keeping a copy along with deviations and other documentation connected to the work permit on file until graduation plus 7 years
- ♦ Minor returns the completed original form to the employer **before** beginning employment

The process for minors who are home schooled, online schooled, virtual schooled, cyber schooled, etc., remains the same, **except, the minor must provide a signed, written statement from the parent or guardian, as instructor of record, indicating how many hours per week the student is being home schooled.** The issuing officer must review, copy the statement, and then issue the work permit with those hours reflected in the "number of hours in school" section. The original statement is attached to the original work permit to be given to the employer. The issuing officer keeps a copy of the statement and work permit for retention.

Employers must keep the original CA-6 or CA-7 on file at the place of employment for as long as the minor is employed. Employers must continue to monitor student hours in school and at work, provide supervision, and monitor work activities to assure that students are working in a safe and healthy environment.

Hours Minors Are Allowed to Work

If minor is required, by law, to attend school, work **may only be** performed outside of school hours. Employers subject to coverage by both state and federal laws must comply with the more stringent provisions of the two laws.

Under 16 years of age:

Hours of Work covered by federal law (business gross annual sales exceed \$500,000 or interstate commerce):

Minors 14 and 15 years of age may work:

1. No more than 3 hours a day, **only after school** (Monday – Friday), while school is in session.
2. No more than 8 hours a day on non-school days.
3. No more than 40 hours in a non-school week; No more than 18 hours in a school week.
4. Not before 7:00 a.m., **only after school**, and **no later than** 7:00 p.m., while school is in session (Labor Day – June 1).
5. Not before 7:00 a.m., and **no later than** 9:00 p.m., during school summer vacation (June 1 - Labor Day).

Hours of Work covered by state law: Minors under 16 years of age may work:

1. No more than 6 days in 1 workweek.
2. No more than a weekly average of 8 hours per day.
3. No more than 10 hours in one day.
4. No more than 48 hours in 1 work week, school and work combined.
5. Not more than 5 hours continuously without a documented and uninterrupted 30 minute meal or rest period.
6. Not earlier than 7:00 a.m., and no later than 9:00 p.m., and **not during school hours**.

16-17 years of age:

Hours of Work covered by state law: Minors 16 years of age and older may work:

1. No more than 6 days in 1 week.
2. No more than an weekly average of 8 hours per day.
3. No more than 10 hours in one day.
4. No more than 24 hours in 1 week regardless of the number of hours or days attend school **(October 18, 2011)**.
5. Not more than 5 hours continuously without a documented and uninterrupted 30 minute meal or rest period.
6. Not earlier than 6:00 a.m. and no later than 10:30 p.m. (Sunday through Thursday)
7. Not earlier than 6:00 a.m., and no later than 11:30 p.m., Friday and Saturday, and not regularly attending school, (i.e., summer, spring and Christmas vacation).

Minors ages 16-17 may be employed **when school is not** in session in **agricultural processing** for not more than 11 hours in 1 day, 62 hours in 1 work week, with written permission consent from the minor and the minor's parent or guardian, and not between 2:00 a.m. and 5:30 a.m.

Restricted Occupations for Minors

Under Michigan and federal child labor laws, many occupational job duties are restricted to a certain age or prohibited under age 18. Employers subject to coverage **by both state and federal laws must comply with the more stringent** provisions of the two laws. Minors under the age of 18 years are prohibited from working in a hazardous or injurious occupation. Hazardous work includes, but is not limited to:

- ◆ Motor Vehicle Driving (on public roads and waterways)
- ◆ Power-Driven Woodworking Machines
- ◆ Exposure to Hazardous Substances, Chemicals, Explosives or Radioactive Substances
- ◆ Power-Driven Hoisting Apparatus, Including Lift Truck, Forklift, Bobcat, etc.
- ◆ Power-Driven Metal-Forming, Punching, and Shearing Machines
- ◆ Power-Driven Bakery Machines
- ◆ Power-Driven Paper-Products Machines
- ◆ Power-Driven Circular Saws, Band Saws, and Guillotine Shears
- ◆ Roofing Operations
- ◆ Excavation Operations
- ◆ Construction Work, Including Painting
- ◆ Logging and Sawmill Operations
- ◆ Mining Operations
- ◆ Slaughtering, Meat Packing, Rendering, and Tanning Operations

Deviations from hazardous occupations for age 16 and 17 year old minors may be permitted under Michigan's child labor laws, if employment is not also governed by Federal laws. Exemptions from hazardous occupations are also allowed under federal child labor laws for students enrolled in related state approved career and technical education training or apprenticeship programs. Contact each agency directly for more information.

Adult Supervision

A minor shall not be employed unless the employer or an employee who is 18 years of age or older provides supervision. A minor shall not be employed in an occupation that involves a cash transaction after sunset or 8:00 p.m., whichever is earlier, at a fixed location unless an employer or employee 18 years or older is present during those hours.

When Are Work Permits Not Required?

Work permits are not required for minors engaged in the following types of employment:

- ◆ Private homes doing occasional odd jobs
- ◆ Sale or delivery of newspapers, if self employed
- ◆ Employed by a business owned and operated by the parent or guardian of a minor
- ◆ Minors 14 years of age or older employed by a school, academy, or college in which the minor is enrolled
- ◆ Services performed as part of a recognized youth oriented organization (e.g. 4-H, Boy Scouts, Girl Scouts)
- ◆ Farm work which involves raising of livestock or production of crops
- ◆ Minors 13 years of age or older employed as corn detasslers
- ◆ An emancipated minor and provided copy to employer
- ◆ Minors ages 16-17 who have completed high school graduation requirements and provided copy to employer
- ◆ 17 year old minor who has passed the GED test and provided copy of certificate to employer
- ◆ Employment of a student minor 14 years of age or older under a contract between employer and school board, before minor begins work, shall obtain and keep on file proof of each condition

Revocation of Work Permit

A work permit may be revoked by the school if poor school attendance results in a level of school work lower than that prior to beginning employment. A work permit shall be revoked by the school if the school is informed of an employer's violation of state or federal laws or rules.

Any minor who has a work permit revoked by the school shall be informed of an appeal process by the school.

Wages

- ◆ Michigan's Minimum Hourly Wage Rate allows minors 16 years of age and older to be paid \$8.90 per hour effective 1/1/2017.
- ◆ Michigan's Minimum Hourly Wage Rate allows minors 16 to 17 years of age to be paid 85% of the Michigan minimum hourly wage rate of \$7.57 unless Federal hourly rate of \$7.25 is required to be paid.
- ◆ Michigan's Minimum Hourly Wage Rate allows minors 16 to 19 years of age to be paid a training wage of \$4.25 per hour for their first 90 days of employment.
- ◆ Minors under 16 years of age may be required to be paid the federal minimum wage.

Violations

The issuance of a work permit does not authorize employment of minors contrary to state or federal laws and regulations. Anyone who employs a minor without a work permit, or who violates Michigan's Youth Employment Standards Act or a rule promulgated under the Act, or obstructs the department in the enforcement of the Act is guilty of a misdemeanor punishable by imprisonment for not more than 1 year, or a fine of not more than \$500.00, or both.

Anyone who employs a minor in an occupation that involves a cash transaction after sunset or 8:00 p.m., whichever is earlier, at a fixed location unless an employer or other employee 18 years of age is present at the fixed location during those hours, is guilty of a misdemeanor punishable by imprisonment for not more than 1 year, or a fine of \$2,000.00, or both. Second and third subsequent violations may lead to a \$10,000.00 fine and 10 years imprisonment.

Important Resources

MIOSHA/Wage & Hour Questions:

Michigan Department of Licensing & Regulatory Affairs (LARA)
7150 Harris Drive
P.O. Box 30476 Lansing, MI 48909
www.michigan.gov/wagehour
(855) 4MI-WAGE or (855) 464-9243 or (517) 322-1825

Work Permit and Employment of Minor under 18 Questions:

Michigan Department of Education
Office of Career and Technical Education
P.O. Box 30712
Lansing, MI 48909
(517) 335-6041
www.michigan.gov/octe

Federal Wage & Hour Questions

U.S. Department of Labor
211 W. Fort Street, Suite 1317
Detroit, MI 48226
(866) 487-9243
www.dol.gov/wage&hour

Printing Work Permits Forms via the Web:

Go to www.michigan.gov/octe and look to left hand side blue boxes and click "Programs & Offices" and then look to left hand side blue boxes and click "Career & Technical Education" which brings white drop down boxes and last box click "Youth Employment" then under the picture and two (2) paragraphs click "Youth Employment Form Package".

This fact sheet summarizes the Work Permit rules of the Michigan Youth Employment Standards Act. It is intended as general information only and is not to be considered in the same light as official documents or statements of positions.

Working with International Students

In addition to the benefits of interns in general, international students have the potential to bring global competency, added diversity and language skills to your workplace. This can be especially helpful if you serve a bilingual customer base or are engaged in international business. Many international students also come from families that are well-educated and well-connected in their country of origin and can foster international relationships if your company is expanding abroad.

For many industries, international students make up a large percentage, and even the majority of students in the programs of study necessary to fill both internships and full time work positions. This is especially true in the STEM field (Science, Technology, Engineering, and Math). For many companies, expanding their talent pool to include international students is necessary to fill their talent needs.

Hiring an International Student is not complicated. Most international students studying in the U.S. hold an F1 Visa, also known as a student visa. There are a few different authorizations by which an international student can work off campus, but the most common are Curricular Practical Training (CPT) <http://www.migtri.org/international-students> and Optional Practical Training (OPT) <http://www.migtri.org/international-students>

CPT is a temporary work authorization for international students on F-1 student visas that may be issued before students complete their degree program. CPT can be authorized for internships or co-ops that are either required for degree completion or deemed “integral” to a student’s degree program, which is defined by the issuing educational institution. I

In order for a school to authorize CPT, the student must already have a job offer and provide an offer letter on company letterhead that includes the following information:

- Dates of Internship/co-op
- Name of Company
- Address where the student will be physically located during employment
- Job title/description

OPT is temporary work authorization for international students on F-1 student visas, generally used after a student graduates. All international students are eligible for at least 12 months of OPT after completion of a U.S. degree program. International students who complete a degree with a major in a federally designated STEM field <http://www.ice.gov/doclib/sevis/pdf/stem-list.pdf> and who work for an employer that is enrolled in the E-Verify system are eligible to apply for 17 additional months of OPT, thus making them eligible for up to 29 total months of work authorization after degree completion. OPT is authorized by the U.S. Citizenship and Immigration Services (USCIS)

FAQs About International:

Q: How much paperwork is involved in hiring international students?

A: The employer needs to complete minimal paperwork. The international student is responsible for securing the necessary paperwork from their University, which in turn assists them in obtaining their work authorization.

Q: Is there a cost to the employer when hiring an international student?

A: No. There are no employer fees involved.

Q: When can students begin their internships?

A: Students may begin their internships on the start date listed on their immigration documents. For CPT, the start date is listed on page 3 of their I-20, which they obtain from their university. For OPT the start date is listed on their Employment Authorization Document or “EAD card” issued by the U.S. Citizenship and Immigration Services (USCIS).

Q: Do I need to sponsor a student for a work visa to offer an internship?

A: No. Most students are eligible for CPT. The majority of students use CPT for internship positions unless the internship is post-graduation, in which case they need OPT, which does not require a new visa status.

Q: How much time does it take for a student to get their work authorization for CPT?

A: Usually 1-2 weeks depending on the University’s internal process.

Q: How much time does it take for a student to get their work authorization for OPT?

A: It can take up to 3 months for USCIS to process an OPT application from the date it is received.

Q: Do internships for international students have to be paid?

A: No.

Q: Do international students need work authorization if they are not being paid?

A: Yes. Any time there is an employer/employee relationship, international students must have work authorization. Working without the proper work authorization is a violation of the student’s immigration status.

FAQs About Internships:

Q: What level of compensation is typical for an internship?

A: In planning to allocate resources for your internship program, compensation may be a consideration. An hourly wage can vary depending upon experience; typically the hourly wage for an intern ranges from \$8.00 to \$20.00 per hour. If you are unable to budget an hourly wage, consider offering a monthly or semester-based stipend to the student. Similar to full-time positions, offering compensation will increase the quality of the candidate pool applying for internships with your organization.

Q: Is my organization responsible for providing insurance or benefits to the intern?

A: No, normally only full-time employees are eligible for benefits provided by the employer. Interns are short-term employees and are therefore ineligible. Educational institution insurance policies typically cover students when the internship is for credit. Always consult your legal counsel to confirm.

Q: When do internships typically begin? How long do they last?

A: Internships usually follow the starting and ending dates of the academic semester. They can take place during summer breaks (typically May–August), during the fall (September–December) or the spring (January–April). An internship is generally between three to nine months and can begin in summer, fall or spring. However, internships/volunteer experiences can be flexible with timing and duration to accommodate the employer's need and the intern's schedule.

Q: When should I start looking for an intern if I want them to start work in the summer?

A: Internship descriptions are posted at least two months prior to the proposed start date to allow for a minimum one-month window for candidates to submit applications before the interview process begins.

Q: What is required of the employer if the internship is for credit?

A: It is the student's responsibility to initiate and manage the credit process. The employer will be required to sign a form confirming that course outcomes will be met by the job description that is provided. The employer may be required to sign time sheets confirming the student's participation and may also need to participate in an on-site visit from the student's faculty member or career advisor. The time and effort spent by the employer is very minimal for this process, but often yields motivated candidates who are paying for the course, and are eager to perform well to receive credits.

Q: What if my intern does not work out? Are there rules for terminating interns the same way as there are for full or part-time positions?

A: In most cases, interns are treated as employees and therefore the same laws and processes apply. It is advised that you consult with your Human Resources department and/or seek legal counsel for further information and specific Department of Labor requirements. If the internship is not a mutually beneficial opportunity for both the student and employer, the employer should also communicate with the student's career advisor to discuss the situation.

Q: I like my intern and would like to extend the internship. How do I go about this?

A: This is at your discretion and you may continue an internship and/or extend an offer for future full-time or part-time employment once the internship has been completed. Communicate your intent to the intern before they begin searching for other opportunities.

Sample Job Descriptions

Prima Civitas

325 E. Grand River Ave., Suite #275 East Lansing, MI 48823

Amanda Dumond Phone: 517-999-3382

Email: a.dumond@primacivitas.org

Marketing and Business Intern

Job Description:

Objective: To help promote the Prima Civitas while learning skills related to marketing, advertising, promotion, and business administration.

Hours: 20-35 hours per week. Typically 3 days per week. Schedule negotiable. Compensation: \$10.00/hr.

Supervisor: Amanda Dumond, Director, Talent Initiatives Prima Civitas

Eligibility and preferred skills:

- Students interested in marketing and business administration; coursework in fields of business, administration, and marketing
- Resourcefulness in finding information and answers; highly motivated
- Ability to prioritize/execute and achieve desired project goals with prudence and sense of urgency
- Must have articulate communication and interpersonal skills

Responsibilities:

- Consistent punctuality
- Work with staff to develop a marketing plan for multiple initiatives
- Work with staff to develop a style guide for the organization
- Study the demographic details of the target customers to help with attraction
- Assist with the development of social networking and website maintenance
- Assist in coordination and management of office operations
- Assist with and perform any other duties as needed or assigned
- Help integrate projects into Prima Civitas branding

Sample Job Descriptions

Automation Engineering Consulting Services

430 East Broadway Suite A
Farmington, NM 87401
Phone: 505-326-2424
Email: support@sample.com

Electrical Engineering Intern

Job Description

Seeking an Electrical Engineer intern with some instrumentation/electrical/controls background to assist with automation projects, as well as provide AutoCad drawing support. Position requires ability to work in an office setting and in industrial facilities, such as chemical plants and refineries.

Skills/ Qualifications

- Ability to work with others, but highly self-motivated to achieve individual tasks efficiently.
- Design skills; analyzing information; excellent verbal communication; attention to detail; technical zeal
- Computer skills including: Microsoft Office, AutoCAD

Responsibilities

- Support manufacturing operations and problem solving while making improvements.
- Support major plant initiatives, kaizen events, and other strategic goals in the plant.
- Handle problems that are driven by customer inquiries.
- Support production, maintenance, and other areas within the plant.
- Procure specialized tools and gauges by evaluating design concepts, justification on expenditures, and initiating purchase orders.
- Establish required engineering documentation necessary for manufacturing operations.
- Implement machining methods, improved processes, and plant layout as needed through AutoCAD.
- Supervise installation of equipment and supporting functions.
- Analyze manufacturing impacts of vendor deviations (e.g. out of tolerance components or tools) and recommended disposition.

Education

Qualified candidates must be working toward a Bachelor's Degree in Engineering or related technical field. Hands-on experience in a manufacturing environment is preferred.

Sample Job Descriptions

Internship in Non-Profit

(Fundraising, community outreach, marketing, public relations (PR), and event planning)

Job Description includes:

Volunteers and Fundraising

Work with a wide range of volunteers in the community and build relationships to help achieve the mission of the March of Dimes. Train, organize, and inspire the volunteers of the March of Dimes. Help to create proposals and letters to solicit companies for donations for Signature Chef's Auction and March for Babies. Attend meetings and assist with corporate sponsorship proposals.

Community Outreach

Distribute March of Dimes educational materials to general public about having a healthy baby. Working with ambassador families to reach the community and help achieve the mission of the March of Dimes. Work with health department, doctor offices to serve the need in the community.

Event Planning

Assist in planning the March for Babies in Traverse City and Cadillac, as well as the Signature Chef's Auction. Work with committee to help plan logistics of event.

Marketing/ PR /Graphic Design

Help promote upcoming March of Dimes events by sending out press releases. Create a promotional, informational one-sheet for upcoming event. Opportunity to write press releases for Media outlets. Update/maintain press databases.

Administrative

Assist with general office duties including filing, answering phones, mail merges, thank-you letters, faxes, etc. Help update databases for invite lists, sponsors and thank you letters.

Qualifications:

Computer skills including Word and Excel.

The March of Dimes is a national voluntary health agency whose mission is to improve the health of babies by preventing birth defects, premature birth and infant mortality. Founded in 1938, the March of Dimes funds programs of research, community services, education, and advocacy to save babies and in 2003 launched a campaign to address the increasing rate of premature birth. For more information, visit the March of Dimes Web site at marchofdimes.com or its Spanish language Web site at nacersano.org.

Sample Job Descriptions

Northern Jet Management 5500

44th Street SE
Grand Rapids, MI 49512
Daniel Kelsey
Phone: 616-336-4800
Email: dkelsey@northernjet.com



General Business Intern

Job Description

Gaining knowledge of the processes and programs involved in the Flight Operations including:

- How to update the General Operations Manual and General Maintenance Manual.
- Learning details on aircraft and business processes by assisting in aircraft audits.
- Gaining skills in research, data analysis, and customer service by supporting fuel savings program initiatives.

Information, training, and hands-on experience about aircraft fleet management while updating and revising technical data and manuals. Experience in negotiation and customer service through checking and/or negotiating fuel prices with vendors.

Opportunity to cultivate various projects within general operations business/administration. Exposure to Accounting, Marketing, Client Relations, Maintenance, Parts, and Flight Operations Departmental activities, through job shadowing and projects. Building administrative skills such as: organizing/creating files, computer programs, phone system, faxing, copying and inner office scanning. Enhancing problem solving skills by offering creative solutions to general business related problems and processes.

Development in professional goals through prioritizing, organizing, and accomplishing tasks. Aiding departmental team leaders and HR Intern Coordinator in skill training activities.

Gaining valuable work experience; relevant for gaining skills and knowledge necessary in the workforce, as well as resume building.

Internship Recommendations

- Ability to be in the office approximately 20 hours a week between 8:00AM-6:00PM for no less than 3 months.
- Proficiency in Microsoft Office tools (Word, Excel, PowerPoint, etc.)
- Junior/Senior pursuing a degree in Business, Aviation, or a related field.
- Minimum GPA of 3.0
- Ability to conduct themselves in a corporate/professional environment.
- Current verbal/written communication skills that will be improved through on-the-job exposure.
- Someone who is organized, detail oriented, punctual, creative, and has an energetic personality.
- Unpaid position.

Sample Job Descriptions



POSITION DESCRIPTION

Title of Position: Traverse Area Human Resource Association (TAHRA) Board Internship

Reports To: TAHRA Marketing and Public Relations Chairperson

Employment Status: Internship, Sept. 2011 – June 2012

*Scholarship to be used for SHRM and TAHRA annual memberships, monthly breakfast Board meetings, and monthly luncheon programs

RELATIONSHIP: The Traverse Area Human Resource Association (TAHRA) is the local Society for Human Resource Management (SHRM) Affiliate Chapter. In our profession of complex workplace issues, rapid social change, and federal and state regulations, it is challenging to maintain top performance as Human Resources professional. Being a part of TAHRA gives you access to a wealth of information and programs that can broaden your skills and make you more valuable to an organization. Some of the benefits of being a part of TAHRA: monthly programming, peer exchange, and networking. Speakers are brought in monthly to present a wide range of up-to-date and relevant topics.

JOB DESCRIPTION: Assist the TAHRA Marketing and Public Relations Chairperson in communications with the TAHRA members and local community. The desired outcome of the internship is to have completed the following three tasks: (1) social media, (2) newsletter, and (3) 35th anniversary.

JOB DUTIES & RESPONSIBILITIES: Include but not limited to the following:

- Social Media, newsletter & other communications
- LinkedIn
- Facebook
- Website
- Photos
- Compose newsletter
- Articles

QUALIFICATIONS: Education & Experience

- Pursuing an associate's (or higher) degree or equivalent combination of education and work experience the field of Human Resource Management
- Excellent knowledge of Microsoft Office products and active in social media
- Well organized, attention to detail, and ability to maintain confidential information
- Excellent oral and written communication and editing skills
- Able to work independently and effectively under pressure with multiple priorities and deadlines

Sample Job Descriptions

Management Business Solutions | 77 Monroe Center NW | Suite #301 | Grand Rapids, MI 49503
 Amy Marshall
 Phone: 616 855-6398
 Email: amy@mgmtbsolutions.com

Human Resource Assistant

Job Description

Acts as a general assistant to the Human Resources directors, performing routine and non-routine office functions contributing to the company's objectives. These responsibilities are performed in an ethical manner consistent with Management Business Solution's mission, vision, and cultural values. The position handles a large amount of administrative paperwork on a daily basis, as well as scheduling interviews and answering phones.

The ideal candidate must understand appropriate paperwork and procedures necessary to make transactions, be able to prioritize, work independently to research and resolve client issues, determine the most efficient method to resolve problems while complying with corporate and regulatory procedures.

Status: On the Job Training (OJT) Reports to: CEO and Chief Recruiter Responsibilities:

- Perform administrative work of a confidential nature.
- Answer phones; directing calls
- Transferring voicemails; leaving message with appropriate information.
- Generate documents on a computer using Microsoft Office software.
- Responsible for the completion of the clerical work for the department/office which may include:
- Opening and routing incoming mail and preparing outgoing mail; including bulk mailings;
- Typing memos and other correspondence;
- Maintain office filing system;
- Archive files and paperwork.
- Responsible for creating, maintaining and updating files and record keeping systems
- Must be proficient with Microsoft Excel and Microsoft Outlook.

Description continues....

Sample Job Descriptions

Management Business Solutions Responsibilities (continued):

- Responsible for maintaining and creating multiple spreadsheets, and updating calendars of new appointments
- Must be comfortable using web based programs and listings
- Responsible for maintaining position postings on a web based program.
- Generates reports, memorandums, correspondence, presentation materials spreadsheets and graphics, and other similar materials using computer systems.
- Performs tasks and support services associated with preparing and making arrangements for meetings, conferences, or other related duties for internal and external contacts.
- Conducts special projects and assignments as assigned
- Assists with special events and functions as needed.
- Provides excellent customer service, anticipating and exceeding the needs of our customers.
- Strong interpersonal skills; ability to effectively interact with all levels of staff and external contacts; ability to work as an effective team member.
- Provides administrative support including assisting visitors, and resolving and/or referring a range of administrative problems and inquiries.
- Requisitions supplies, printing, maintenance and other services.
- Operates standard office equipment and use required software applications.
- Coordinates and performs a range of staff and/or operational support activities for a manager or group of managers in an assigned functional area.

ENVIRONMENTAL FACTORS:

- Business office environment
- Prolonged sitting and standing
- Use of personal computer and telephone (eye and hand strain)
- No regular lifting requirements; occasional lifting up to 20 pounds.

****Interested candidates must apply by: month/date/year**

Sample Job Descriptions

COMPANY NAME

Nationwide

Logistics Intern

Duration: 12-week summer internship Approximate hours per week: 40

The COMPANY NAME Logistics Summer Internship Program provides a meaningful, paid summer internship experience to high-potential college students who are interested in a Logistics career with the world's largest food company. For approximately 10-12 weeks over the summer, Logistics Interns are assigned substantive projects and receive developmental feedback to gain a better understanding of the role of Logistics at COMPANY NAME. At the end, we hope to meet one of the key objectives of the internship program: to develop students into high-caliber candidates for full-time employment with COMPANY NAME Logistics.

As a COMPANY NAME intern, your projects have measurable goals and objectives, which are achievable during your tenure. **Examples of past projects:**

- Analyze the financial impact of a third tier deal on supply chain
- Outline a new product forecasting process for the demand planning team

These challenging, highly valued projects provide an opportunity for you to: Learn the various aspects of Logistics at COMPANY NAME, Work with cross-functional teams. Visit other COMPANY NAME locations, such as distribution centers and manufacturing locations.

Qualifications

- Graduation date: December 2012-June 2013
- Preferred majors: Supply Chain, Logistics & Transportation, Operations, and Business/Finance. Other majors include: Economics, Industrial Engineering, Mathematics, Statistics, and related disciplines.
- Prior internship or job in Supply Chain, Finance or Engineering. Also, individuals with an applicable internship/job in sales/marketing may be considered.
- Critical competencies:
 - Analytical ability
 - Collaboration/interpersonal skills
 - Ability to impact/convince others
 - Curiosity
 - Drive for improvement
 - Ability to create new ideas to operate more efficiently
 - Leadership

Sample Job Descriptions

Crowe Horwath LLP

55 Campau Avenue N.W., Suite 300 Grand Rapids, Michigan 49503
Vicky Ludema Phone: 616.774.0774

Accounting Intern

Firm Overview

Crowe Horwath LLP (www.crowehorwath.com) is one of the largest public accounting and consulting firms in the United States. Under its core purpose of “Building Value with Values®,” Crowe assists public and private company clients in reaching their goals through audit, tax, advisory, risk and performance services. With 26 offices and 2,400 personnel, Crowe is recognized by many organizations as one of the country’s best places to work. Crowe serves clients worldwide as an independent member of Crowe Horwath International, one of the largest networks in the world, consisting of more than 140 independent accounting and management-consulting firms with offices in more than 400 cities around the world.

Are you looking for a meaningful internship? At Crowe, we believe that the primary function of an accounting internship is to familiarize students with public accounting through meaningful participation on a variety of engagements. Your primary function will be to participate in the examination, review, and compilation of financial statements; prepare and review tax returns; consult with management of businesses; report on internal financial controls; and assist with special reviews relating to acquisitions, mergers, and sale of businesses.

Also, interns will have the opportunity to work as a team member on diverse client engagements to include manufacturing, not-for-profit, government, healthcare, education, construction, dealerships, food and agriculture, and financial institution clients.

Crowe has constantly remained on the leading edge of our profession by developing new tools and techniques to deliver value to our clients. Building Value with Values is our core purpose. Our team of professionals continually strives to achieve value for our clients, our people and our Firm while at the same time adding value to the profession and the public trust. **We want you to be part of our team!**

Qualifications

- Accounting major
- GPA of 3.0 or higher
- Authorized to work in the United States on a permanent basis
- Proficient with Excel
- Excellent communication skills
- Demonstrated leadership abilities
- Excel in individual and team projects
- Available to work/travel evenings or weekends (Saturday and/or Sunday)

Sample Job Descriptions

CAD Intern

Drafting/CAD Job Description: Computer-aided design (CAD) drafters use computer software to create technical drawings, blueprints and plans that are used to build a variety of items. Interns are given the opportunity to carry out these objectives as a part of the internship experience:

1. Handle engineering data: make and file prints, call up computer data files, print CAD drawings/models from data files.
2. Read, interpret and/or sketch industrial mechanical drawings.
3. Create and make changes to engineering drawings or models: manual drawings, CAD drawings, solid models, sketches, layouts, and assemblies.
4. Use prints to fabricate, inspect, troubleshoot or assemble.
5. Perform mathematical calculations for dimensions, tolerances, motions, costing.
6. Create, modify and/or inspect machined parts.
7. Participate in the design process or the expediting of projects.
8. Work and communicate with experienced technical personnel.
9. Demonstrate understanding and use of technical terminology.
10. Look up information in technical publications, specification sheets, and documents.

Sample Job Descriptions

Accounting Intern

Accountant Job Description: Perform duties utilizing specific knowledge of basic and advanced accounting procedures. Accounting responsibilities include proficiency in the following areas:
Computerized accounting – QuickBooks software applications, accounts receivable and payable, inventory management, payroll, and financial statements

Cost Accounting – manufacturing applications, cost of production, profit, margin of safety, materials management, overhead, labor and payroll

Financial accounting – journal entries to adjust and close accounts, financial statements, Periodic Inventory System, cost of inventory, fixed assets, methods of depreciation, uncollectible receivables, payroll, earnings & deductions

Managerial accounting – Corporate income tax, stocks, bonds, rate of return on investments, financial statements, manufacturing business margin, cost of goods manufactured, controllable and volume variances, physical and cost flows

Payroll accounting – basic payroll operations, automated payroll processes

Tax accounting – individual taxation, proprietorship tax strategies, tax planning

Other expectations:

1. Demonstrate professionalism in dress, grooming, hygiene, and behavior.
2. Abide by company policies and rules.
3. Observe applicable health and safety rules.
4. Maintain strict confidentiality in all matters relating to work.
5. Establish priorities.
6. Operate equipment required to complete assigned tasks.
7. Use appropriate reference manuals to complete assigned tasks.
8. Demonstrate problem-solving skills to complete assigned tasks

Sample Job Descriptions

Plastics Technician Intern

Obtain set up and start up priorities from the Process Engineer or Mold Set Technician and assist in mold and tooling changes:

- ◆ Strict adherence to the quality plan standards for each part run.
- ◆ Able to visually identify defective parts.
- ◆ Monitor process parameters during part run and take appropriate proactive action to maintain the specified SPC limits.
- ◆ Troubleshoot and optimize equipment for maximum cycle time efficiency.
- ◆ Keeps work areas clean of oil, rags, cans and water and remove all purged plastic.
- ◆ Use of dimensional measuring equipment for quality control checks.
- ◆ Accurately document machine process settings and processes changes with required forms.
- ◆ Assist with mold sets, maintain quality checks during shift and ensure material for production is at the machine.
- ◆ Assist in QC with accurate first piece and in-process inspections.
- ◆ Notify a Coordinator of any machine problems.
- ◆ Perform necessary mathematical computations.
- ◆ Attend required training classes.
- ◆ Strong mechanical aptitude.
- ◆ Adhere to all safety rules and regulations.

Required experience:

Plastics experience required: completion of 1 year of a plastics technology program or similar program

Pay: \$15 per hour

Length of internship September 1- December 10: 20 hours per week.

Confidential Information and Invention Agreements

CONFIDENTIAL INFORMATION AND INVENTION AGREEMENT

I am an intern of Prima Civitas (PC). In consideration of my internship with PC, I agree to the following:

I will not at any time, either during or after my internship with PC, use or disclose to other any trade secrets or other confidential information about PC's business or any of its proprietary rights, except as required in the ordinary course of performing my internship duties for PC.

On termination of my internship, I will deliver to PC all documents or papers (including electronic storage) relative to PC's business or such trade secrets or confidential information that are in my possession or under my contract without making copies or summaries of any such material.

Any inventions, proprietary information, or discoveries, whether patentable or copyrightable or not, resulting from work I do as an intern (alone or with others) of PC shall be promptly disclosed to PC and shall be its exclusive property. I assign to PC any rights I may have or acquire in such property and agree to sign and deliver at any time any instruments confirming the exclusive ownership by PC.

All inventions, proprietary information, or discoveries that belong to me before my internship with PC, and which I wish to exempt from this agreement, are listed on the attached schedule "A".

I recognize that if I breach this agreement, irreparable harm will come to PC and that a remedy at law is inadequate; therefore, I agree that PC shall be entitled to injunctive relief against any such actual or threatened breach, in addition to any remedy provided by law.

I agree that this agreement (a) shall not be construed as an agreement by PC to engage me as an intern for any specified period of time; (b) cannot be modified except in a writing signed by PC; (c) shall insure to the benefit of PC and its successors and assigns; and (e) shall be governed by Michigan law.

Dated:

Intern Signature:

Accepted and Agreed: Prima Civitas

By: Its: Vice President and Chief Operating Officer

[DOWNLOAD CONFIDENTIAL AGREEMENT TEMPLATE .DOC](#)

Internship Memorandum of Understanding

The following is designed to assist in providing a high-quality internship experience for both the intern and employer. This form should be completed together by the intern and the immediate supervisor or mentor. Both parties should provide input into the completion of the form and agree to the terms outlined. Please note: this is not a legal contract.

Student Information

Name: _____

Address: _____

Phone: _____ Email: _____

College/University: _____

College/University contact name/#: _____

Internship Information

Company Name: _____

Company Address: _____

Immediate Supervisor: _____

Supervisor Phone: _____ Email: _____

Internship Description

Student internship will begin on _____ and end on _____

Internship title: _____

Goals to accomplish during internship: _____

What do you want to experience or learn during this internship?

List the projects that will be assigned to the intern:

Other goals/stipulations:

Intern signature: _____ Date: _____

[DOWNLOAD INTERNSHIP \(MOU\) .DOC](#)

"MidMichigan Hospital provides paid co-op experiences for Midland Public School 12th grade students that are dual enrolled at Delta College. The students work 3 hours a day for 5 days from September through June. Students receive 12 college credits while still in high school and take their Certified Nurse Assistant (CNA) class during their winter semester. Upon completion of the CNA class and after reaching 18 years of age, students can register to sit for their CNA certification exam. If students choose to transfer elsewhere within the state for work or to continue their education, their certification transfers as well. Most states even have a reciprocity plan in place which means students may not have to take a new state exam. CNA provides students with the opportunity for part-time employment or full-time employment with benefits and is a viable option for college-bound and non-college bound students alike. In addition to our co-op experience, MidMichigan Hospital also participates in career fairs, hosts summer camps for 8-9th graders, offers clinical experiences, internships, and provides job shadowing ranging 2 to 4 hours in length. Job shadowing is a great way for students to explore different disciplines within healthcare. As with any of our work-based learning experiences, if under age 18, parental consent is required."

Colleen Markel, MSN RN, SHRM-CP
Manager Workforce Development
Human Resources
MidMichigan Health

"Nexteer is fortunate to have a long history with work-based learning experiences for students. We have great relationships with the career services departments at the various schools we recruit from and have been working on these relationships as well as branding at the various schools for many years. This was especially helpful when we changed names from Delphi to Nexteer. That was a huge obstacle for us because people didn't recognize our brand and this is especially important when it comes to hiring and promoting our brand and career opportunities. The individuals in the career services departments know who Nexteer is and what we do and therefore help refer students to our job postings. Once students apply to our postings, we review their applications and we screen the students with a phone interview before inviting students to an onsite interview. We want to make sure that the student is not only a good fit academically but also culturally. We are blessed to have had such a strong student program for 25+ years. Our student program is a feeder pool into our full time organization. We try to hire as many of our co-ops and interns as possible when we have openings and the fit is appropriate. Additionally, we use our current students as ambassadors to help spread the word about our opportunities!"

Sarah Maday
Talent Manager Supervisor Nexteer Automotive

