Access a copy of this toolkit at hellowestmichigan.com/eitstoolkit

Build or Improve Your Internship Program

- Connecting with K-12 students
- Management tools & templates
- International student information
- Mentoring & portfolio development
This document is not intended as legal advice. It is strictly intended to be used as a guide for employers interested in incorporating interns into their businesses.
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On behalf of the West Michigan Internship Initiative partners, we would like to welcome you to the latest version of the Employer Internship Toolkit and congratulate you on your first step toward building or improving a comprehensive, competitive internship program for your organization.

Throughout this toolkit, you will see a collection of national and local best practices that will not only help retain a talented workforce for Michigan, but greatly benefit your organization's bottom line.

Content in this toolkit was compiled to assist employers and organizations who are unsure where to start in developing or enhancing a successful internship program in order to create a pipeline of talent or to assist with projects throughout the year.

Thousands of employers throughout the state have successfully used the prior editions of the toolkit, and we believe that this updated version will provide additional, useful information, including how to connect with high school interns to build your talent pipeline, how to properly manage and mentor interns, and how to connect with international students.

We have also converted forms and templates available in this toolkit into Word and made available electronically for you to access and get started today! Check out our websites for more information.

Sincerely,

Cindy Brown

Cindy Brown
Executive Director
Hello West Michigan
Introduction to the Michigan Internship Initiative

The founding partners of the Michigan Internship Initiative, Hello West Michigan and the Prima Civitas, have focused the initiative on connecting employers, educational institutions and workforce development, while providing employers with the resources necessary to build a successful internship program. There are several tools and initiatives aimed at connecting interns (talent) to employers, but it is imperative that the right structure is in place to make that connection a success.

The Michigan Internship Initiative has three primary components:

1. Employer Internship Toolkit - Designed to provide resources for employers to assist with developing and/or enhancing an internship program. The toolkit includes information and templates that will assist with creating and managing internships.

   The purpose of this toolkit is to:
   • Cover the five (5) steps essential to structuring a successful internship program.
   • Outline each step in detail.
   • Provide templates, resources and information to assist with structuring an internship program.
   • Provide best practices.

2. Employer Internship Training Sessions (EITS) - In addition to a Michigan Internship Initiative Talent Partner, other presenters at the sessions often include college career service representatives, an employer with a successful internship program, and an experienced intern, and workforce development.

   At each session, presenters cover, at a minimum, the following items:
   • Employer benefits for having an internship program.
   • How to connect with education, workforce development and talent.
   • Things to consider before beginning an internship program.
   • How to address cultural and generational differences between incumbent workers\(^1\) and interns.
   • The five steps essential to structuring an internship program.
   • Best practices and frequently asked questions.
   • Additional resources such as career fairs, online tools and networking groups.

3. Connectivity to infrastructure & resources - In order to address the skills gap issue, it is imperative that industry connects with workforce and education systems.

   At each session, attendees are informed of, and connected with the following:
   • Workforce development.
   • Education institutions, secondary and post secondary, including primary points of contacts.
   • Talent-where and how to find talent/interns.

\(^1\) Definition of incumbent workers: People who are currently employed and may include recent hires as well as those who have been employed for some length of time.
There are several things to keep in mind before you begin developing an internship program:

- It 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).

The Process

- For companies who have organized labor unions, it may be necessary to notify appropriate union representatives at the beginning of the process.

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2 This figure is a starting point that can be used. Internship programs do not have to pay $10 an hour nor do they have to be 150 hours in length.
An intern, by definition, is “a professional in training.” An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what he/she is learning throughout his/her tenure. 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 experience with a strong training component.

The term “volunteer” may also be used in place of “intern.” Volunteers typically represent people who are not getting paid for the experience and may or may not be current students. Career changers are great examples of volunteers.

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

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent."  

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 of their home with concern that they do not have space to house an intern, it would be ideal to allow the intern to work remotely by using an off-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. The potential to utilize interns within these companies could significantly increase the organization’s bottom line. See testimonials and examples on pages 52-53.

Source: National Association of Colleges and Employers (NACE)
Benefits for Employers from an Internship Program

- Internship programs can create/strengthen 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.

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 possibly 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 potential future choice of career.

Benefits for the Community from an Internship Program

- Internships can greatly decrease overhead and increase 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, consequently having positive effects on those in early childhood education.
Internship:

A one-time curriculum-related work assignment, which may be paid or unpaid depending on the employer and what is required of the student for the position. Many internship programs offer a stipend and/or academic credit. If it is unpaid, there must be a strong training component for the student, or the experience should be referred to as a “volunteer experience.” For more clarification regarding internship program specifications, see the U.S. Department of Labor’s (USDOL) criteria outlined on page 33.

Volunteer:

A person who voluntarily offers him or herself for a service or undertaking, or a person who performs a service willingly and without pay. Appropriate for “unpaid internship” situations.

Work Study:

A way for non-profit (and occasionally some for-profit) institutions to offer students experience in their field while the student is being paid through Federal Work Study funds. All universities have these funds available to them. These funds are often utilized to develop off-campus opportunities for students to gain needed experience, while offering employers qualified, talented, and much needed support. Up to 7% of a university’s funding can be spent on for-profit institutions if the work the student is performing is directly related to gaining experience within their program area. Contact your local college or university’s Career Services or Student Employment offices to learn more.4

Cooperative Education (Co-Op):

Experienced-based learning through paid employment in practical, curriculum-related work assignments that can be tailored to a student’s schedule. Key characteristic of Co-Op:

- Students may attend school full-time for one semester, then work full-time the next semester, alternating periods of work and school until their college program is completed.

Summer Employment:

In the case of paid work experience, this type of position may or may not be directly related to the student’s curriculum and may or may not be integrated into the academic program.

48.4% of internships convert to full-time positions
(National Association of Colleges and Employers - 2013)

4 Source: Davenport University
### 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 awareness of your organization to the community and potential customers?
- To create a talent pipeline?
- To fill short term capacity issues?

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 supervisors/mentors 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.
**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). USDOL has outlined six criteria that for-profit companies must consider for clarification of unpaid internships. See the Legal Issues section on page 33-34 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. There is a sample work plan provided on page 11.

Projects can be specific to a department or position, or “floating” internships can be created. A “floating” intern can be utilized throughout different areas and departments of the organization.5

- An example of a “floating” 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 “floating” internships.
- Benefits of a “floating” 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.
  - Builds engagement between the student and the organization, which can increase output and decrease/eliminate tardiness.
  - Increases communication between departments.

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5 Source: Northern Jet Management
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 38-49 to help you get started.

**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 company sponsored events when possible.
- Considering organizing an end-of-the-program experience, such as participation in a golf outing or a lunch/reception with upper 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.
Sample Work Plan

Marketing internship
Intern name:
Length: June 1 – August 31, 2014
Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–4 pm</td>
<td>off</td>
<td>8 am–4 pm</td>
<td>off</td>
<td>8 am–4 pm</td>
<td>24 hours/week</td>
</tr>
</tbody>
</table>

Email: prima@primacivitas.org
Password: #@$&%

Projects:
- Style guide
- Marketing plan including demographic research
- Development and implementation of Social Media
- Website maintenance and development
- Assist with development of presentations and PowerPoints for staff
- Attend marketing committee meetings
- Assist with development of events & event planning
- Assist with general office operations

Primary Manager: Sheri Greenhoe
Secondary Manager: Amanda Dumond

Mid-Internship progress meeting – July 11, 2014
Managers: Sheri Greenhoe & Amanda Dumond

End-Internship meeting – August 31, 2014
Managers: Sheri Greenhoe & Amanda Dumond
Step 3: Recruit a Qualified Intern

Now that you have started laying the foundation for your internship program by completing steps 1 & 2, it is time to begin the recruiting process. Michigan has tremendous resources for recruiting talent and throughout this section you will learn about many of those resources and options.

Contact post-secondary institutions:

Communicate your organization's needs with career services. You do not have to limit yourself to one college. (If you need assistance connecting with a college or the appropriate career service personnel, contact one of the Michigan Internship Initiative partners listed on the back of the toolkit). The connection with career services will simplify the recruiting process for your organization and greatly reduce time spent identifying potential candidates.

Contact local high schools:

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.

There is a successful business-education partnership that has been created in Livingston County that can be modeled. For more information about Intern Livingston, go the “Keeping Local Talent Local” section of this toolkit on page 57.

There are different criteria and guidelines that you will need to be aware of for connecting with minor students. The Michigan Department of Education Office of Career and Technical Education has developed Fact sheets and guidelines to help employers and students with this process.

On the next several pages, you will find information regarding the steps to take for working with minor students.

*Note that students eligible and interested in internships or co-op experiences will initiate the process of obtaining their work permit.

For additional information, go to Michigan.gov and search for Office of Career and Technical Education (http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html) for the most current, up-to-date information.
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 16. 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 the 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
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 verify 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 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., early 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 8 hours in 1 work week.
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. No 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 rest 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 8 hours in 1 week.
2. No more than an 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. No more than 9 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 highways)
- Power-Driven Woodworking Machines
- Exposure to Hazardous Substances, Chemicals, Explosives or Radioactive Substances
- Power-Driven Hoisting Apparatus, including Lift Truck, Forklift, Backset, 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
- Slaughterhouse, 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
- Seminaries 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 cemeteries
- 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 18 years of age and older to be paid $7.40 per hour effective 7/24/2001.
- 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 $8.25 unless Federal hourly rate of $7.25 is required to be paid.
- Michigan's Minimum Hourly Wage Rate allows minors 16 to 18 years of age to be paid a training wage of $4.25 per hour for their first 90 days of employment.
- Minors under 18 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 30478 Lansing, MI 48809
www.michigan.gov/wage-hour
(517) 488-WAGE or (855) 488-0243 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 48809
(517) 335-8841
www.michigan.gov/wesdec

Federal Wage & Hour Questions

U.S. Department of Labor
211 W. Fort Street, Suite 1317
Detroit, MI 48226
(866) 487-0243
www.dol.gov/esa/hrour

Printing Work Permits Forms via the Web:

Go to www.michigan.gov and look in left hand side blue boxes and click “Programs & Offices” and then look in left hand side blue boxes and click “Career & Technical Education” which brings while 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.
Other recruiting resources:

- **Pure Michigan Talent Connect (http://www.mitalent.org/employer)**

  Pure Michigan Talent Connect (PMTC), a collaborative effort between the State of Michigan's Workforce Development Agency (WDA) and the MEDC, is the state's one-stop-shop for all things talent and workforce in Michigan. PMTC is an online marketplace connecting Michigan's jobseekers and employers.

  - **Post an Internship/Job:** It’s fast and easy to advertise your opportunities on PMTC, and even get qualified responses the same day.
  - **Look for Your Perfect Match:** Access thousands of resumes to find just what you’ve been looking for in an ideal candidate.
  - **Attend a Virtual Career Fair:** Sign up to be part of the hottest new way to find the great talent you’re looking for! MiVirtualCareerFairs are online career events where jobseekers and employers can interact with each other in a live virtual environment. Meet qualified candidates and accept resumes for the opportunities you currently have available, all while never having to leave your office! To learn more about this innovative resource, and to register for the next event, visit: [http://www.michiganvirtualcareerfair.com](http://www.michiganvirtualcareerfair.com).

- **Job Boards**

  - There are multiple job boards available to employers to post opportunities. Example job boards may include Indeed.com, SimplyHired.com, CareerBuilder.com, etc.

- **Social Media (free tools)**

  - **LinkedIn:** Employers can post available positions that allow candidates to search by position description, industry or location with the ability to view resumes/credentials online. To post your available internships/positions, go to [www.linkedin.com](http://www.linkedin.com).
  - **Twitter:** Allows organizations to share available opportunities with their followers. To use Twitter, go to [www.twitter.com](http://www.twitter.com).
  - **Facebook:** A great way to share available positions with your network. Go to [www.facebook.com](http://www.facebook.com).

*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.

**Interview 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 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.**

Sample Interview Structure

Stages of the Interview

1. 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, goals

2. Open the Interview (1-2 minutes)
   • Build friendly rapport through small talk
   • Tell a little about the organization
   • Provide an overview of the interview
   • Indicate that the intern will have an opportunity to ask questions later
   • Explain that you will be taking notes and invite the intern to do so

3. Ask Questions and Gather Information (15 minutes)
   • Use behavioral type questions as well as open ended questions

4. Allow for Questions and Comments (5 minutes)
   • 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
5. Give Information (1-2 minutes)
   • 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

6. Wrap-Up (1-2 minutes)
   • Close on a positive note
   • Briefly describe the next steps
   • Give an estimate of when the student will hear from you
   • Avoid making statements that may be interpreted as a promise of employment

7. Evaluate the Candidate Against the Requirements for the Position
   • Review your notes before your next interview
   • Be objective and base your decision on the evidence

8. Follow Up with Candidates Promptly
   • Send “no thank-you” letters to applicants who do not match your requirements (example letter on page 23)
   • Offer the position to the candidate that you have chosen

Interviewing Best Practices

• **Plan your questions ahead of time.** Keep questions consistent between applicants. Don’t wait until a job applicant is sitting in front of you. Make a list of things you would like to know, and create some probing questions. Think back to the phone interview (if there was one): did anything come up that you would like to explore further?

• **Ask open-ended questions.** Avoid questions that can be answered with a simple “yes” or “no” and questions that have an obvious right answer. Focus on open-ended, thought-provoking questions that begin with what, when, where, how or why.

• **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 in 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.

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6 Source: Jmann Consulting Group
• **Communicate your benefits.** Many applicants 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 20.

• **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 and what is important to them, as well as how clear your organization’s message is to outsiders. 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! 

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?
- Would you be willing to relocate if necessary?
- 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?

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7 Source: JMann Consulting Group
• 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 description).

• Are you authorized to work in the United States?

• Talk 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: 
Intern Name 
Intern Address 

Dear (Intern’s first name):

I am pleased to confirm your acceptance of an internship position as (Title) in the (Department Name) at a pay rate (hourly wage/stipend, if applicable). Your first day of 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 myself. 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)
Sample “No Thank-You” Letter

Date
Intern Name
Intern Address

Dear (Intern’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)
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 (and new hires) 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. New hire and 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/new hire 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

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<thead>
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<th>HR Manager/Talent Director</th>
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<td>- Policies and procedures</td>
<td>- Dress code</td>
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<td>- Mission and vision</td>
<td>- Work station</td>
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<td>- Organization goals</td>
<td>- Restrooms</td>
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<td>- Code of conduct</td>
<td>- Breaks/lunch</td>
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<tr>
<td>- Time keeping</td>
<td>- End of internship process*</td>
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<tr>
<td>- Email address/phone #</td>
<td>- Confidentiality agreement</td>
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<td>- Parking</td>
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*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: ____________________________
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 independently.
- 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.
# Intern Progress Review

This form is to be used to review the progress of an intern within COMPANY'S Internship Program.

## Instructions

1. 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 necessarily be related to major or primary objectives. Do not, however, include non-essential expectations.

2. Record the expectations at the beginning of the review period. Each expectation should be reviewed at regular intervals, and any additional expectations and the expectations which prove to be unattainable may be added to the review at the end of the review period. If the intern is given a copy of the form.

3. At the end of the review period, enter under the column "Review" your appraisal of this intern's performance for the period covered. Describe in detail the intern's performance, strengths, weaknesses, and how they met or exceeded the expectations. Your appraisal should be based on the intern's job responsibilities in the job, so these requirements must be described. After making the "Review" section, record any pertinent comments or reviews about this intern's performance that cannot be adequately explained in the review. A conditional or an unsatisfactory rating must be fully explained.

4. Review with the intern and obtain his/her signature in the appropriate space on the form. Retain one copy for your records. Forward a copy to the Company's Internship Coordinator and then file the Intern's Performance File.

## Job Expectations

In the spaces provided, record the performance expectations you consider as significant and essential elements of the intern's job.

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## 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 be sufficiently explained under review, but yet are important, should be entered here.

**Comments**

---

## Intern Certifications

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.

**Intern Signature**: 
**Date**

---

Based upon your review of the job expectations and your comments above, please check in the box representing the most performance of this intern for the period covered. A conditional or an unsatisfactory rating must be fully explained in the comment section.

1. Satisfactory
2. Conditional
3. Unsatisfactory

**Supervisor Name (printed)**: 
**Date**

**Supervisor Signature**: 
**Date**

**Intern Name (printed)**: 
**Date**

**Intern Signature**: 

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3DUnifyR Consulting, LLC  sales@3dunifyr.com
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 expectations, or;
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 of doing it this way 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 page 30.
• 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 31.

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: _____________________________________________________________________________

• 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?
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 (for the intern to complete)

Name: _______________________________________________________________ Date: _________________
Department: _________________________________________________________ Supervisor: _______________________________________

Company property returned:

Keys: ___ Computer: ___
Badge: ___ Parking card: ___
Phone: ___ 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?

5. What was the part of your internship that provided the most challenge and caused you to work outside of your normal comfort zone?

6. What suggestions do you have for improving the internship program?
Final Intern Evaluation of Employer

Intern name: _________________________________ Date: _______________
Employer: __________________________________________________________________________

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 organization to other students?

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

Source: Russ Brown, Attorney at Law, USDOL
• 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.
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 really 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. 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).

Frequently Asked Questions About International Interns

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.
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.
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
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.
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

- 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.
General Business Intern

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

- 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.
POSITION DESCRIPTION

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

Reports To: TAHRA Marketing and Public Relations Chairperson

*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
• Social media

QUALIFICATIONS: Education & Experience
• Pursuing an associate’s (or higher) degree or equivalent combination of education and work experience in 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
Job Description

This position is part of our College Hire Program. This is a leadership position opportunity for a 2010/2011 graduate who likes to solve business and/or technical problems, enjoy a challenge, are proactive thinkers, motivated change agents, and are successful team players. Oversees a small project or phases of a larger project. Responsible for coordinating activities of project team, identifying appropriate resources needed, and developing schedules to ensure timely completion of project. Must be familiar with system’s scope and project’s objectives, as well as the role and function of each team member, in order to effectively coordinate the activities of the team. Typically reports into a Second or Third Level Manager. Supervisory: No

Required Qualifications

• 4 Year College Degree in Business or related field of study
• Knowledge of Word, Excel, Access, PowerPoint, and Outlook
• Strong communication, problem solving, decision-making and negotiating skills
• Ability to work autonomously and have a high energy level to motivate a team
• Ability to plan/organize work activities and influence/persuade others

Desired Qualifications

• Internship with Telecommunications Company or in a Call Center Environment

AT&T is an Affirmative Action/Equal Opportunity Employer, and we are committed to hiring a diverse and talented workforce. EOE/AA/M/F/D/V

Schedule - Full-time
Shift - Day Job
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.
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 uses 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**
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
• 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
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)
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
The following is designed to assist in providing a high-quality internship experience for both the intern and the 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.

**Intern Information**
Name: ________________________________________________________________________________________

Address: ______________________________________________________________________________________

Phone: _________________________________ Email: ________________________________________________

College/University: _____________________________________________________________________________

College/University contact: ______________________________________________________________________

**Internship Information**
Company Name: _______________________________________________________________________________

Company Address: _____________________________________________________________________________

Immediate Supervisor: __________________________________________________________________________

Supervisor Phone: ______________________________ Email: __________________________________________

**Internship Description**
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: ___________________________________________________________________________________

______________________________________________________________________________________________

Intern signature: _______________________________________________________ Date: ___________________

Supervisor signature: ___________________________________________________ Date: ___________________

A copy of this form should be given to the intern and the supervisor/mentor.
Larry Stockline, President of Promess Incorporated, attended the Livingston County’s Educational Advisory Group’s “Keeping Local Talent Local” meeting, which partnered local business owners and representatives from the county’s educational institutions. Mr. Stockline had this to say about his company’s decades of experience maintaining an internship program:

“Internships are an integral part of the Promess business model and strategic planning for our Global Companies. We run a balance of 50% High school and 50% University, and have an internship coordinator who monitors the complete program. In addition, 10% of our interns are from the international community. Our paid internship initiative has given Promess a 10 to 1 investment relationship, a solid core and steady resource stream of some of the brightest and leading edge employees available to industry. Our retention objective is 30% and we have met or exceeded our goals since we started the internship program”.

Promess, Inc. (Promess@promessinc.com), a Brighton Michigan Manufacturing Company of sensing and in-process quality control systems, has employed 71 interns over its 27 years in the State of Michigan.

Larry Stockline,
President
Promess Incorporated

Importance of an Internship from a Student’s Perspective

“During my time as a high school student at Brighton High, I was given the unique opportunity to interview for an internship at Promess Incorporated, a local business that designs sensing systems for manufacturing. I was sixteen at the time and hadn’t really decided what I wanted to do after high school. Working for Promess helped me clarify my career path.

I worked generally in the marketing department, but was able to learn how every job in the company functioned. I watched the technicians put the machines together, I saw the CADD department create specific designs for clients, I listened to the President running meetings and speaking with clients, and of course I helped maintain customer relations and assisted with business promotion.

After seeing all these different aspects of business, I decided that marketing was actually something I really enjoyed doing. I learned how businesses promote themselves in advertisements and online. I was introduced to working with clients which is a vital skill in the business world. I learned how to research and write concisely. I particularly liked the international aspect of marketing, as Promess did business with many countries around the world, and was asked to translate some of their manuals into Spanish for clients in Mexico.

I was with Promess for five years and I couldn’t have asked for a better internship. Internships are not only useful as a tool to learn about the “real world” but they are very beneficial in securing a job after finishing your education. For these reasons I would encourage all students to seek internships in their community at every opportunity, whether paid or unpaid. It is worth every minute.”

Katelyn Essenmacher,
Promess Incorporated
Brighton High school Student
Internships for a Competitive Advantage (continued)

“Developing an internship program for the Arts Council of Greater Lansing has allowed us to build greater relationships with students and emerging talent in our region. Our interns have helped our organization develop valuable programs and resources allowing us to increase our productivity and gain fresh insight. In turn, we have had the pleasure of serving as mentors to our interns and are proud to play a key role in regional talent recruitment and retention efforts by connecting our interns to the many resources and opportunities available in our region.”

Leslie Donaldson,
Executive Director,
Arts Council of Greater Lansing
(www.lansingarts.org)

“Having the Toolkit samples helped us to set-up our Internship Program quickly and efficiently. We have seen direct results from an increasing number of successfully completed internship projects. The added benefit has been the continued relationships with our former interns who are now more interested in potential job prospects in the community where they are going to school. Overall, as a non-profit we are helping to develop awareness of all that the Greater Lansing community has to offer in hopes that our college graduates stick around and use their new skills here!”

Katie Robiadek,
Program Manager,
Arts Council of Greater Lansing
(www.lansingarts.org)
About Hello West Michigan:

There is a lot to love about West Michigan—and we want to people to know about it. Hello West Michigan exists to educate people about the career opportunities and lifestyle available in our region. This goes for people relocating from outside of the state and those who currently live here. Our website, hellowestmichigan.com, is a hub of regional information and a free source for anyone interested in learning more about the region.

West Michigan has many top tier companies that make up our diverse economy. Because of this, they need top talent to fill their vacancies. In a competitive talent market, recruiters have to do more than sell their company to a candidate, they have to sell the community. We work closely with our member companies to provide training, programming, and opportunities for them to successfully recruit candidates.

Hello West Michigan aims to establish West Michigan as a nationally recognized destination for top talent by doing the following:

- Promote West Michigan as a place where business thrives and people want to live and work
- Increase the rate of success member companies have in their efforts to recruit top talent
- Collaborate with organizations across the region to help new residents find their fit in West Michigan

About the Michigan Economic Development Corporation:

The Michigan Economic Development Corporation (MEDC), which was founded in 1999, is a public-private partnership that serves residents and businesses in Michigan by improving the quality of life and economic conditions throughout the state. With a focus on attraction and retention of people and companies, the MEDC invests time and resources into talent and workforce development in an effort to match great talent with great employers. A few of the MEDC’s talent/workforce initiatives include: Pure Michigan Talent Connect (PMTC), Michigan Shifting Gears (MiSG), Live.Work.Detroit!, and Out-of-State talent attraction, among others.

About the Global Talent Retention Initiative (GTRI):

GTRI focuses on strengthening and diversifying the state’s economy through the retention of top international talent. By retaining international students, GTRI is a catalyst to lessening the skills gap in the STEM fields especially, and cultivating a climate in which Michigan businesses can be competitive in the new economy. GTRI collaborates with the Governor’s office, the Office for New Americans, Global Detroit, over 30 Michigan Universities, the University Research Corridor (URC), the American Immigration Lawyers Association (AILA), Michigan’s economic development agencies, ethnic chambers, professional organizations, and employers throughout the state.

GTRI is funded by the Michigan Economic Development Corporation (MEDC) and the New Economy Initiative (NEI), and is housed in partnership with Prima Civitas.
Keeping Local Talent Local

Intern Livingston is a two-phase initiative designed to efficiently link businesses with high school and college students as well as displaced adults when there are opportunities for internship type placements in the workplace.

The Intern Livingston “Work-Based Learning Coordinator” (WBLC) serves as a single point of contact for business looking to fill an internship or part time employment position. The WBLC represents schools, colleges, and training providers within the community and works to develop internship opportunities. Once internship opportunities are identified, the WBLC then hands the defined position off to the school or college placement coordinator for placement.

In addition, Intern Livingston coordinates training sessions to better prepare businesses to use interns within their workplace, thus establishing a positive experience for both the student and the employer. As a collateral benefit of the internship placement, employers are using internships as a trial period of employment, with many interns being offered part time or even full time employment once the internship is over.

The Intern Livingston initiative was conceived out of work completed through “Advantage Livingston”, a community program that identified the flight of educated young people from the county. The Education Advisory Group (EAG, and branded as the Livingston Business-Education Alliance, LBEA), a sub-committee of the Workforce Development Board of Livingston County, looked at the data and decided that “Keeping Local Talent Local” would be a goal for the group. Further study indicated that one major reason students left, or intended to leave the county, was a lack of knowledge of the opportunities available in a wide variety of high-tech, high-skill industries. When this situation was put before the LBEA, it was decided that placing students in the workplace early in their career decision-making cycle was a great way to recruit and retain the workforce of the future; hence the need to develop short-term, project-specific employment or volunteer placements that would harness the abilities and interests of students. Once it was determined that internship placements could address the needs of students and the employer community strongly supported internships, it became apparent that employers did not have a strong feel for how to best use a young adult in an internship setting. To address this concern, the group partnered with Prima Civitas to host employer internship training sessions that are offered free to businesses thinking of offering internships.

The full range of services offered through Intern Livingston include:

• A single point of information sharing among schools, colleges, training entities and employers;
• Development of internship positions within a business;
• Dissemination of internship openings to the appropriate school, teachers, programs, or students;
• Training of current workers in preparation for the arrival of an intern;
• Follow up to ensure subsequent placement opportunities in the future.

Intern Livingston is a partnership among the Livingston Educational Service Agency, Brighton Area Schools, Fowlerville Community Schools, Hartland Consolidated Schools, Howell Public Schools, Pinckney Community Schools, Livingston County Michigan Works, and a number of local businesses and post secondary education and training entities.

Our business champion is Mr. Larry Stockline, President and CEO of Promess Inc. of Brighton Michigan. In recent years, Promess has hosted 75 interns, and twenty six percent of their current workforce started at the company in an internship position.

CEO of Promess, Inc. states that for every $1 they invest in interns, they get a $10 return.
Phillip Knapman

Phillip Knapman, graphic designer of the Employer Internship Toolkit, completed the first project through the Michigan Shifting Gear’s (MiSG) program internship with Prima Civitas, which led to a contract opportunity for the 2015 version.

Phil is a great example of how organizations can benefit from utilizing experienced talent through internships. Connecting with other individuals with Phil’s caliber of talent can significantly reduce the costs associated with hiring full-time employees.

A Transition

Having learned the importance of networking, Phil maintained contact with Prima Civitas. This relationship eventually led to a new conversation about their graphic design needs.

His internship resulted in a consultancy and he is now charged with numerous projects that are at the center of new marketing and communication initiatives. The takeaway? Keep in contact. Organizations change and therefore their needs change.

“My participation in MiSG was at the center of my contact with Prima Civitas. This contact has brought me back into the workforce and into a career that I love,” says Phil. “Prima Civitas’ goal in helping employers connect with talented individuals has come to fruition, for both me personally, and for countless other Michigan residents who found themselves floundering after the economy soured.”

If you are interested in connecting with Phil, e-mail: knapmanp@yahoo.com

Anne Wilson

Anne connected with the Prima Civitas and the Michigan Internship Initiative through an internship with the Michigan Shifting Gears program. Through that internship experience, Anne was a contributor to the redevelopment of the Employer Internship Toolkit.

With a background in marketing, public relations and event planning in healthcare/non-profits and manufacturing segments and with experience with being a career-changer, Anne has utilized and expanded her skill sets with her experience at Prima Civitas.

Anne works to build relationships and develop connections to grow our community. She is passionate about making Michigan a great place to live, work and play. Anne is very active in the community serving on several boards in Lansing, currently serving on the Capital Area Transportation Authority (CATA), the Historical Society of Greater Lansing, and volunteering for several non-profits.

“I have enjoyed interning and gaining experience with different industries. I think the new skills and relationships I have built are solid assets to prepare me for my next career.”

As a graduate of the Michigan Economic Development Corporation’s Shifting Gears program, Anne is open to new opportunities!

If you are interested in connecting with Anne, please e-mail: annewilsoninlansing@gmail.com
Internships are an opportunity for students to gain practical, real world experience in a professional setting while helping you meet your organizational goals. Whether you’re just starting to think about having an intern or want to take your current program to the next level, there’s a session for you.

**WHAT TO EXPECT:**

Whether you’re starting from scratch or looking to bolster your current program, our hands-on workshop is designed to leave participants feeling confident in what it takes to start or enhance an internship program. The ideal time to attend a training is three months prior to bringing an intern on board.

Cindy Brown, executive director of Hello West Michigan, will share the ins and outs of internships. You’ll then hear first-hand experiences from an employer who started from scratch and built a program from the ground up. A representative from an area college or university will speak about the recruiting process, and you’ll end the workshop by putting your knowledge to the test. Be sure to bring your laptop.

**WHEN TO EXPECT IT:**

- July 26, 2017 | 8:30 a.m.-11:30 a.m. — Davenport University
- Aug. 8, 2017 | 8:30 a.m.-11:30 a.m. — Aquinas College
- Sept. 14, 2017 | 8:30 a.m.-11:30 a.m. — Grand Valley State University
- Oct. 11, 2017 | 8:30 a.m.-11:30 a.m. — Cornerstone University
- Nov. 2, 2017 | 8:30 a.m.-11:30 a.m. — Davenport University
- Jan. 9, 2018 | 1:00 p.m.-4:00 p.m. — Calvin College
- Feb. 13, 2018 | 1:00 p.m.-4:00 p.m. — Muskegon Community College
- March 22, 2018 | 8:30 a.m.-11:30 a.m. — Hope College
- April 19, 2018 | 8:30 a.m.-11:30 a.m. — Grand Valley State University

For more info, visit hellowestmichigan.com/eitstoolkit.

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