

Employer Internship Toolkit

2019/2020



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

Build or Improve Your Internship Program

- Management tools & templates
- International student information
- Mentoring & portfolio development

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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.

Cover photo courtesy of Haworth

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Introduction

On behalf of the West Michigan Internship Initiative partners, we would like to welcome you to the latest version of the Employer Internship Toolkit. Congratulations on taking your first step toward building or improving a comprehensive, competitive internship program for your organization. The West Michigan Internship Initiative partners are The Right Place, Hello West Michigan, Aquinas College, Calvin University, Cornerstone University, Davenport University, Grand Valley State University, Hope College, and Muskegon Community College.

Throughout this toolkit, you will see a collection of national and local best practices that will not only help retain a talented workforce for West 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, with the aim to create a talent pipeline or contribute to projects.

Thousands of employers throughout the state have successfully used this toolkit. We believe that this updated version will provide additional information including how to properly manage and mentor interns, and how to connect with international students.

We have also converted forms and templates from this toolkit into Word documents which are available electronically for you to access and get started today. Check out hellowestmichigan.com/EITStoolkit for more information.

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INTRODUCTION TO THE WEST MICHIGAN INTERNSHIP INITIATIVE

A large audience of diverse professionals is seated in rows of bright yellow chairs, facing a presentation area. The room is modern with a high ceiling and large windows. A projector screen displays a presentation slide. A presenter stands at a podium on the right side of the stage. Banners for 'Hello WestMichigan.com' are visible in the background.

The partners of the West Michigan Internship Initiative - which includes Hello West Michigan, The Right Place, Aquinas College, Calvin University, Cornerstone University, Davenport University, Grand Valley State University, Hope College, and Muskegon Community College — has focused the initiative on connecting employers, educational institutions, and workforce development agencies, while providing employers with the resources necessary to build a successful internship program. There are several tools and initiatives aimed at connecting interns to employers, but it is imperative that the right structure is in place to make that connection a success.

The West 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) - Led by Cindy Brown, Vice President of Talent Initiatives at The Right Place. Other presenters at the sessions include college career service representatives, and often a employer with a successful internship program, and an experienced intern.

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.
- 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:

- Educational institutions, secondary and post secondary, including primary points of contacts
- Talent — where and how to find talent/interns
- Workforce development

Before You Begin

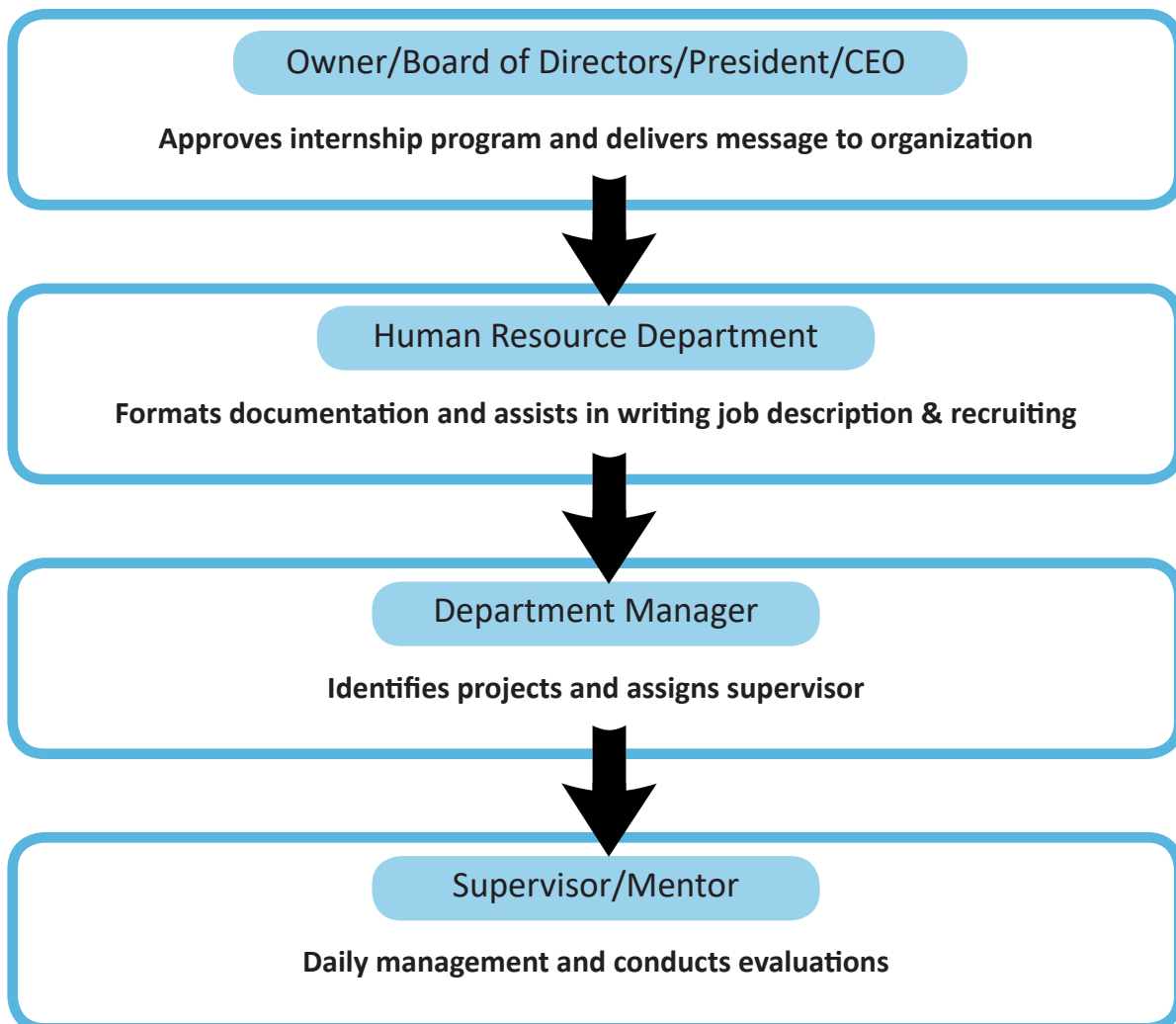
There are several things to keep in mind before you begin developing an internship program.

- It is essential that any organization considering developing an internship program includes the cost of the program in their budget. For budget approval, a figure that can be used is \$1,725 per student. Why \$1,725? ²
- For companies who have organized labor unions, it may be necessary to notify appropriate union representatives at the beginning of the process.

\$9.45/hr + payroll taxes = approximately \$11.50/hr

\$11.50 x 150 hours = \$1,725

- It is imperative that the message of developing an internship program comes from the top down. Actual management can come from mid-level staff (as depicted in the chart below).



²This figure is a starting point that can be used. Internship programs do not have to pay \$11.50 an hour nor do they have to be 150 hours in length.

³Minimum wage as of April 1, 2019.

What is an Internship?

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.

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

“Internships are typically one-time work or service experiences related to the student’s major or career goal. The internship plan generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid, and the student may or may not receive academic credit for performing the internship.”³

Who Can Use an Intern or Internship Program?

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 college/university, a Michigan Works! location, a 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.



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

Importance of Internship Programs

Benefits for Employers

- Internship programs can create/strengthen connection to educational institutions to ensure 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.
- An internship program helps build a balanced talent pipeline for your company.

Benefits for Interns

- 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

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

Job Classifications

Internship:

A one-time, curriculum-related work assignment, which may be paid or unpaid depending on the employer and what is required for 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. For more clarification regarding internship program specifications, see the U.S. Department of Labor's (USDOL) criteria outlined on [page 29](#).

45.6%

of internships convert to full-time positions

(National Association of Colleges and Employers - 2018)

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. Per Federal Government, Academic Institutions are encouraged to combine work study with academic credit.

Apprenticeship:

Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential.

Cooperative Education (Co-Op):

Experience-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.

FIVE STEPS TO DEVELOPING A QUALITY INTERNSHIP PROGRAM

STEP 1: Set goals and policies for the internship program

STEP 2: Define a plan for the internship opportunity

STEP 3: Recruit a qualified intern

STEP 4: Manage the intern

STEP 5: Conduct exit interviews and follow-up

STEP 1: SET GOALS AND POLICIES FOR THE INTERNSHIP PROGRAM



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?
- Raise awareness of your organization to 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:

- 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, 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.



Recommend supervisor/mentor criteria:

- A supervisor should be selected because he/she is qualified 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 the intern will work on and can provide orientation and wisdom to the student.

Will you pay the intern?

Determine ahead of time if you will compensate your intern, and make it clear up-front. Compensation should be in the form of an hourly wage. Be sure to incorporate a strong training component into your program; ensuring the presence of a training component will justify unpaid internships. USDOL has outlined six criteria that for-profit companies must consider for clarification of unpaid internships. See the Additional Resources and Considerations section on **page 42** to review these criteria.

$$\begin{array}{r} \$9.45^*/\text{hr} \\ + \text{ payroll taxes} \\ \hline \$11.50/\text{hr} \\ \\ \$11.50 \times 150 \text{ hours} = \$1,725 \\ \\ \text{*minimum wage as of April 1, 2019} \end{array}$$

It is imperative that the message of developing an internship program comes from the top down. Actual management can come from mid-level staff. It is essential that any organization considering developing an internship program includes the cost of the program in their budget. For budget approval, a figure that can be used is \$1,725 per student.



See Additional Resources on [page 42](#) for more info on:

- Paying interns
- International students
- International students
- General FAQ's

STEP 2: WRITE A PLAN FOR THE INTERNSHIP OPPORTUNITY



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. A sample work plan is provided on [page 19](#).

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

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.



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. There are sample job descriptions on [page 48](#) 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:

1. Inviting your interns to West Michigan Intern Connect, a regional event held every summer and is open to all interns. Find more info at hellowestmichigan.com/internconnect.

2. Inviting your interns to subscribe to The Intern Inform, a summer newsletter specifically geared towards interns with information about career and community events. Subscribe hellowestmichigan.com/internconnect.
3. Encouraging interns to network amongst themselves to share their experiences.
4. Inviting your intern to company and community sponsored events when possible.
5. Considering organizing an end-of-the-program experience, such as participation in a golf outing or a lunch/reception with upper management.
6. Having the intern shadow in other departments to familiarize themselves with your organization and expose them to opportunities outside of their original scope.
7. 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: Jane Smith

Length: June 1 - August 31, 2020

Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
8 am–4 pm	off	8 am–4 pm	off	8 am–4 pm	24 hours/week

Email:

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: Emily Johnson

Secondary Manager: Alex Jones

Mid-Internship progress meeting - July 11, 2020

Managers: Sheri Green & Amanda Dumond

End-Internship meeting - August 31, 2020

Managers: Sheri Green & Amanda Dumond

STEP 3: RECRUIT A QUALIFIED INTERN



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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. There are 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 the career services office at educational institutions. 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 West Michigan Internship Initiative partners listed on the back of the toolkit on [page 56](#). 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 are different criteria and guidelines that you will need to be aware of for connecting with students who are minors. The Michigan Department of Consumer and Industry Services and Michigan Department of Career Development have developed fact sheets and guidelines to help employers and students with this process.



At the end of this section, you will find information regarding the steps to take for working with minor-aged students. *Note that students eligible and interested in internships or co-op experiences will initiate the process of obtaining their work permit.

Online recruiting resources:

Job Boards

- Handshake is the largest online career community for college students and recent graduates. All West Michigan colleges and universities use Handshake as their primary jobs platform. It can be used for current openings, on-campus interviews, and general engagement.
- There are multiple job boards available to employers to post opportunities, such as Indeed.com.

Social Media (free tools)

- LinkedIn: Employers can post available positions which allows candidates to search by position description, industry, or location. Employers can also view resumes/credentials online. To post your available internships/positions, go to www.linkedin.com.
- Twitter: A great way to share available positions with your network. To use Twitter, go to www.twitter.com.
- Facebook: Share a link to the posting on your careers page or post as a Job (a new post type within Facebook as of 2019). Go to www.facebook.com.

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

Give ample lead time for 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 Association of Career Employers, on average, in 2018, approximately 45.6% 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).

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

State and federal laws prohibit discrimination in the workplace and hiring process. The process used for hiring interns must also comply with laws and regulations. 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?
- Are you able to perform the essential function 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 American Sign Language) 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?
- 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?



⁷Source: JMann Consulting Group

Interview 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 to create questions. 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 through a simple "yes" or "no" or 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 and be honest.
- **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 beginning on [page 23](#).
- **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 the 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.

Sample Interview Structure

Stages of Interview

1. Prepare questions about:

- Specific coursework related to the position
- Knowledge or familiarity of equipment, techniques, software programs, 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 also

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, and 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 28](#))
- Offer the position to the candidate that you have chosen

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 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 Internship Offer Letter

Date:

(Intern Name)

(Intern Address)

COMPANY
LOGO

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)

COMPANY
LOGO

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)

WORK PERMITS IN MICHIGAN

Michigan's Youth Employment Standards Act of 1978 requires employers to have work permits for employed minors. The permit certifies the age and compliance with labor laws prior to the minor starting work.

Who Needs a Work Permit?

Any minor who is 11 up to 18 years of age and not specifically exempted from the Youth Employment Standards Act (P.A. 90 of 1978) and who works in a paid or unpaid position, must have a work permit. The minimum age for employment is 14 years, except that a minor 11 years of age or older may be employed as a golf or bridge caddy. A minor 13 years of age or older may be employed in certain farm operations or setting traps for trap skeet or sporting clays. Additionally, a minor, at least 11 years of age, may be employed as a youth athletic performance referee.

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 in which a minor resides or in which the minor's place of employment is located. Superintendents often designate staff in their central offices or in the middle/high schools to issue work permits. This must be done in writing. Employers should call their local school Superintendent to learn the exact person and location to use.

Types of Work Permits

Form **CA-6** is a pink form and is used for minors who are under 16 years of age.

Form **CA-7** is a yellow form and is used for minors who are 16 and 17 years of age.

A completed work permit allows a minor to be employed only by the employer who completes the "offer of employment" section (Section I of the form). CA-6 and CA-7 work permits are valid until a minor turns 18 or graduates from high school as long as the minor works for the same employer.

Employers may obtain single copies of work permit forms from their local school issuing officer. Larger quantities of the forms may be purchased from the Michigan Center for Career and Technical Education (800-292-1606).

What is the procedure to legally employ minors with Work Permits?

Employers start the work permit process by completing Section I of either the CA-6 or CA-7 (depending on the minor's age). Section I is the employer's offer of employment and needs to be completed in full. The following is a check-off of information needed from the employer:

- ☐ Job duties/tasks to be performed by minors (employers need to be specific)
- ☐ Applicant's job title
- ☐ Hourly wage
- ☐ Hours of employment, including start and ending times
- ☐ Employer's signature, title, date signed, and telephone number

MICHIGAN WORK PERMITS:

- **CA-6 form is for minors under 16 years of age**
- **CA-7 form is for minors 16 and 17 years of age**
- **Employers start the process**
- **Permits are needed before work starts**
- **Hours must comply with state and federal rules**

March 2001

Issuing Officers cannot fill in blank sections or issue the work permit if any part of the form is incomplete. This information needs to be accurate because issuing officers must certify that the information provided by employers conforms with 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 completes Section II of the form, which includes date of birth and school status
- 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 issues work permit by signing and dating form and keeping a copy on file
- Minor returns the completed original form to the employer
- Minor may now begin work

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. The issuance of a work permit does not authorize employment of minors contrary to state or federal laws and regulations. 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

Since most employers must comply with both state and federal child labor law provisions concerning hours, the following are hours and times that would be allowable for minors:

Under 16 years: May work no more than:

1. 6 days in 1 week
2. 8 hours maximum per day (nonschool days)
3. 3 hours maximum (Monday-Friday)
4. 18 hours total hours per week (school in session)
5. 48 hours combined school and work hours in 1 week
6. 40 hours in 1 week (nonschool weeks)

Under 16 years: Allowable times:

1. 7:00 a.m. to 7:00 p.m. (school in session)
2. 7:00 a.m. to 9:00 p.m. (summer vacation)

Ages 16-17: May work no more than:

1. 6 days in 1 week
2. A weekly average of 8 hours per day
3. 10 hours in 1 day (nonschool days)
4. 48 hours combined school and work hours in 1 week

Ages 16-17: Allowable times

1. 6:00 a.m. to 10:30 p.m. (school in session)
 2. 6:00 a.m. to 11:30 p.m. (summer vacation)
 3. 6:00 a.m. to 11:30 p.m. (Friday and Saturday)
- Summer vacation is the time period between June 1 to Labor Day.
 - Ages 15 and under may not be employed during school hours.
 - Employers, who are not covered by Federal Labor Laws, may employ ages 14-15 minors until 9:00 p.m. when school is in session, and 10 hours maximum per day (nonschool days).
 - Ages 16-17 minors 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 week, 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 the following hazardous types of work:

- Motor Vehicle Driving (on public roads and water ways)
- Power-Driven Woodworking Machines
- Exposure to Radioactive Substance
- Power-Driven Hoisting Apparatus, including lift truck, forklift, bobcat, etc.
- Power-Driven Metal-Forming, Punching, and Shearing Machines
- Power-Driven Bakery Machines
- Power-Driven Paper-Products Machines
- Power-Driven Circular Saws, Band Saws, and Guillotine Shears
- Roofing Operations
- Excavation Operations
- Construction Work, including painting

Deviations from hazardous occupations for age 16 and 17 year old minors are permitted under Michigan's child labor laws. Exemptions from hazardous orders are also allowed under federal child labor laws if students are concurrently enrolled in related 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. This is a requirement of both Michigan's Youth Employment Act and the Health and Safety (MIOSHA) standards.

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
- Employed by a school, academy, or college in which the minor is enrolled
- Services performed as part of a recognized youth oriented organization (e.g. 4-H, Boy Scouts, Girl Scouts)
- Farm work which involves raising of livestock or production of crops
- Minors 13 years of age or older employed as corn detasslers
- An emancipated minor*
- Ages 16-17 minors who have completed high school graduation requirements*
- 17 year old minor who has passed the GED test*
- Employment of a student minor 14 years of age or older under a contract between employer and school board (cooperative education)

*employer, 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 1) poor school attendance results in a level of school work lower than that prior to beginning employment, or 2) the Wage & Hour Division of the Michigan Department of Consumer & Industry Services informs the school 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

In most cases a minor must be paid at least current federal minimum wage.

Violations

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, 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.

Additional Resources

For related publications or further information contact:

Department of Consumer & Industry Services
Bureau of Safety and Regulation
Wage & Hour Division
P.O. Box 30476, 7150 Harris Drive
Lansing, MI 48909
517.322.1825
www.cis.state.mi.us/bsr/divisions/wh

Department of Career Development
Office of Career and Technical Preparation
P.O. Box 30712
Lansing, MI 48909
517.335.0381 or 517.373.8904
www.cctes.mde.state.mi.us

U.S. Department of Labor
211 W. Fort Street, Suite 1317
Detroit, MI 48226
313.226.7447
www.dol.gov/dol/esa/public/whd_org.htm

U.S. Department of Labor
Wage & Hour Division
2920 Fuller, N.E., Suite 100
Grand Rapids, MI 49505
313.456.2004

STEP 4: MANAGE THE INTERN



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. 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



Tip: 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.

Tip: 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.

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 they need to do the job:

A proper work station, telephone with voicemail, computer, and email account are vital to your interns' success. Point out the supply room and introduce team members.

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 during 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 the intern. 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 quality 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.
- Schedule weekly meetings to touch base with the intern.

Evaluate the intern's progress periodically and give feedback.

- Evaluations are important for the success of your intern's 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.

STEP 5: CONDUCT EXIT INTERVIEWS AND FOLLOW-UP



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 form examples found on **page 39** or other similar forms.
- Have the intern conduct an exit presentation and provide feedback (if you have them conduct an entry presentation).
- Conduct an exit interview to determine if interns are leaving the organization with 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 40**.

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

Common measures may include:

- Number of interns that become full-time employees.
- Number of requests for interns within the company
- Growing numbers of qualified intern applicants.
- In order to successfully measure your program outcomes, 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 To Do List for Completing Internship

Intern/volunteer name: _____ Date: _____

Dates of Internship: _____

- Clean out your inbox and your desk
- Schedule an exit interview with your supervisor
- Update your resume and schedule a time to review it with your supervisor
- Update your LinkedIn profile
- Save your work in the corresponding folders
- Tie up any loose ends, finish all the projects you can.
- Connect with your teammates on LinkedIn (if you haven't already)
- Stay in touch

Sample Employer Evaluation of the Intern

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 they have any remaining questions or suggestions for improving the internship program
7. Conclude by thanking the student for their 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?

Sample 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. Are there any aspects of your internship that you would do over? What changes would you make?
11. Would you recommend this organization to other students?

*Note additional comments about your experience/role/company not mentioned above.

ADDITIONAL RESOURCES AND CONSIDERATIONS



Additional Considerations

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.

Things to 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; principle duties; tasks

or responsibilities; working conditions; confidentiality; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may be beneficial to document such a discussion with a written agreement. This should be made in consultation with the educational institution.

- While interns are not specified in the language of the law, we strongly recommend that you follow equal opportunity employment laws when recruiting and hiring interns.
- If an intern is harassed at your organization and you don't do anything about it, your organization opens itself up to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organization's harassment policy and the complaint procedure.
- To limit exposure to liability, it is suggested that you cover interns under your worker's compensation policy even when they are unpaid.

Source: Russ Brown, Attorney at Law, USDOL

International Students

In addition to the benefits of interns in general, international students have the potential to bring global competency, added diversity and language skills to your workplace. This can be especially helpful if you serve a bilingual customer base or are engaged with international business.



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 internship and full time work positions. This is especially true in the STEM field (Science, Technology, Engineering, and Math). For many companies, expanding their talent pool to include international students is necessary to fill their talent needs.

Hiring an international student is not complicated. Most international students studying in the U.S. hold an F-1 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 months total of work authorization after degree completion. OPT is authorized by the U.S. Citizenship and Immigration Services (USCIS).

Frequently Asked Questions About International Students

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.

Q1: How much paperwork is involved in hiring international students?

A1: 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.

Q2: Is there a cost to the employer when hiring an international student to intern?

A2: No. There are no employer fees involved.

Q3: When can students begin their internships?

A4: International 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 "EADcard" issued by the U.S. Citizenship and Immigration Services (USCIS).

Q5: Do I need to sponsor a student for a work visa to offer an internship?

A5: No. Most international students are eligible for CPT. The majority of international 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.

Q6: How much time does it take for an international student to get their work authorization for CPT?

A6: Usually 1-2 weeks depending on the University's internal process.

Q7: How much time does it take for an international student to get their work authorization for OPT?

A7: It can take 3 - 6 months for USCIS to process an OPT application from the date it is received.

Q8: Do internships for international students have to be paid?

A8: No, but they are able to be paid, and are competing in the same manner as domestic talent.

Q9: Do international students need work authorization if they are not being paid?

A9: Yes. Any time there is an employer/employee relationship, international students must have work authorization. Working without proper work authorization is a violation of the international student's immigration status.

Remote Internships

As the world becomes more reliant on virtual and remote employment opportunities, there are several resources regarding virtual internship programs. Explore the following resources to learn best practices and the ins and outs of virtual internships at hellowestmichigan.com/eitstoolkit.

- Top Tips for Remote Internships
- Best Practices for Remote Internships
- Guide to Hosting a Virtual Internship
- CEIA COVID-19 Remote Internships
- CEIA COVID-19 Conversations: Remote Internships

Yale Office of Career Strategy, Handshake, Cooperative Education & Internship Association

General Frequently Asked Questions

Q1: What level of compensation is typical for an internship?

A1: 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 \$9.45 to \$20.00 per hour. If you are unable to budget an hourly wage, consider offering a monthly or semester-based scholarship and expense reimbursement to the student. Similar to full-time positions, offering compensation will increase the quality of the candidate pool applying for internships with your organization.



Global Talent Retention Initiative of Southeast Michigan (GTRI)

Q2: Is my organization responsible for providing insurance or benefits to the intern?

A2: 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.

Q3: When do internships typically begin? How long do they last?

A3: Internships usually follow the starting and ending dates of the academic semester. They 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.

Q4: When should I start looking for an intern if I want them to start work in the summer?

A4: Internship descriptions are posted at least two months prior to the proposed start date to allow for minimum one-month window for candidates to submit applications before the interview process begins.

Q5: What is required of the employer if the internship is for credit?

A5: 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. You will likely also be asked to give an end of semester evaluation via email as part of the students grade.

Q6: 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?

A6: 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.

Q7: I like my intern and would like to extend the internship. How do I go about this?

A7: This is at your discretion and you may continue an internship in a not-for-credit format, and/or extend an offer for future full-time or part-time employment once the internship has been completed. Communicate your intent to the intern before they begin searching for other opportunities.

Sample Job Description

Employer

Address

Supervisor

Phone:

Email:

Marketing and Business Intern

Job Description

Objective: To help promote the organization 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:

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 the organization's branding

Sample Job Description

Automation Engineering Consulting Services

Address

Phone:

Email:

COMPANY
LOGO

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**

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

Update/ maintain press databases.

• **Administrative**

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

Qualifications:

Computer skills including Word and Excel.

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

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**

Sample Confidential Information and Invention Agreement

I am an intern of *company. In consideration of my internship with *company, I agree to the following:

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

On termination of my internship, I will deliver to *company all documents or papers (including electronic storage) relative to *company'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 *company shall be promptly disclosed to *company and shall be its exclusive property. I assign to *company 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 *company.

All inventions, proprietary information, or discoveries that belong to me before my internship with *company, 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 *company and that a remedy at law is inadequate; therefore, I agree that *company 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 *company to engage me as an intern for any specified period of time; (b) cannot be modified except in a writing signed by *company; (c) shall inure to the benefit of *company and its successor and assigns; and (d) shall be governed by Michigan law.

Dated: _____

Intern Signature: _____

Accepted and Agreed: *Company Name

By: _____

Its: Vice President and Chief Operating Officer

Sample Internship Memorandum of Understanding

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: _____

Employer Internship Training Sessions



Internships are an opportunity for students to gain practical, real world experience in a professional setting while helping you meet your organizational goals. Build or improve your internship program by attending a free training session.

WHAT'S COVERED:

- Cindy Brown, Vice President of Talent Initiatives at The Right Place, will share the ins and outs of internships.
- An employer will share first-hand experiences from building a program from the ground up.
- A representative from an area college or university will speak about the recruiting process.
- Be sure to bring your laptop.

TRAINING SESSION DATES:

August 13 at Hope
September 18 at GVSU
October 15 at Cornerstone

November 13 at Aquinas
January 9 at Calvin
February 19 at Muskegon CC

March 19 at Davenport
April 23 at Davenport
May 13 at GVSU

INFORMATION & REGISTRATION:

hellowestmichigan.com/eitstoolkit

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Employer Information Sheet

What is West Michigan Intern Connect?

In an effort to recruit talented young people to the area, Intern Connect is a half-day professional development conference designed to teach area interns about West Michigan's lifestyle and abundant economic opportunity. The program averages 400 – 500 Intern attendees and is the largest Intern gathering in West Michigan.



Professional Development Conference

Thursday, June 18 2020

12:30 - 5:00 p.m. • 20 Monroe Live, Grand Rapids

Not your typical professional development conference, Intern Connect is focused on essential skills. Interns can meet their peers, network, get career advice, and grow as a professional.

What Will be Covered?

- Transitioning from student to employee
- Personal Finances
- Understanding my Benefits Package
- Networking: Taking the Conversation Further

Open to Any and All Interns

Although many companies have calendars full of Intern-related events, some may be too small to host Independent programming. Intern Connect is an opportunity for *any and all* Interns to come together.

How to Get Involved



Pay for Intern Registration Fees

This is the best way to encourage your Interns to attend and easiest for you. Contact us for group registration or to set up a discount code for individual registration.



Promote

We provide marketing materials and you promote it to your Interns.



Sponsor

Sponsor a session or employer table. Includes logo placement on website and marketing materials.

Did you miss Intern Connect 2019?

If you weren't able to make it to the last Intern Connect, we put together a video package from the event for you to add to your Intern training library.

HWM members can purchase the full set of videos for \$325 or \$399 for nonmembers.

The video package includes:

- Positive Communication in the Workplace: It Starts with You
- Interpreting Dress Codes
- Navigating Networking Events
- Young Professionals Panel: Real Talk on Adulting



Contact

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Event
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Training Sessions Supported by



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