

Employer *Internship* Toolkit

2012



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Michigan Economic Development Corporation

Hello **WestMichigan**

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F O U N D A T I O N

Revised by the Prima Civitas Foundation and Hello West Michigan

Legal Release

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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.



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Additional resources provided by: 'Starting and Maintaining an Internship Program' – Michael True, Director – Internship Center, Mes-siah College; 'SHRM Guide to Organizing an Internship Program' – Letty Klutz, PHR, and Chuck Salvetti
Amway Internship Program – Kevin Douglas, Internship Program Manager: The original Employer Internship Toolkit was created by the West Michigan Strategic Alliance and supported by the Detroit Regional Chamber of Commerce and the Kellogg Foundation



Dear Partners

On behalf of the Michigan Internship Initiative partners, we would like to welcome you and congratulate you on your first step toward building or improving a comprehensive, competitive internship program for your organization.

Throughout this revised 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 original toolkit, and we believe that this updated version will provide additional, useful information, including how to budget for an internship program and how to connect with **seasoned** talent, sometimes also known as career changers, for your internship program.

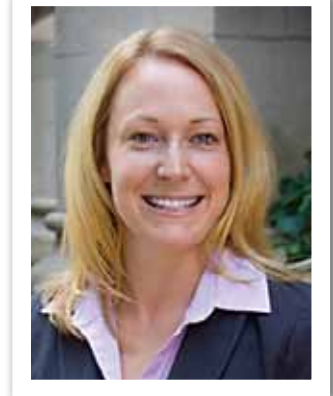
Sincerely,

Cindy Brown



Executive Director
Hello West Michigan

Amanda Avila



Director, Talent Initiatives
& Business Enhancement
Prima Civitas Foundation



Introduction to the Michigan Internship Initiative

The founding partners of the Michigan Internship Initiative, Hello West Michigan and the Prima Civitas Foundation (PCF), 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 two 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.

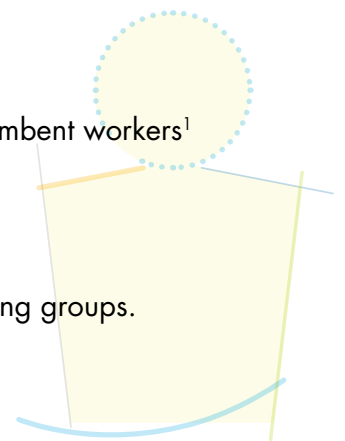
The purpose of this toolkit is to:

- 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 for each step.

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.

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 workers¹ 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.



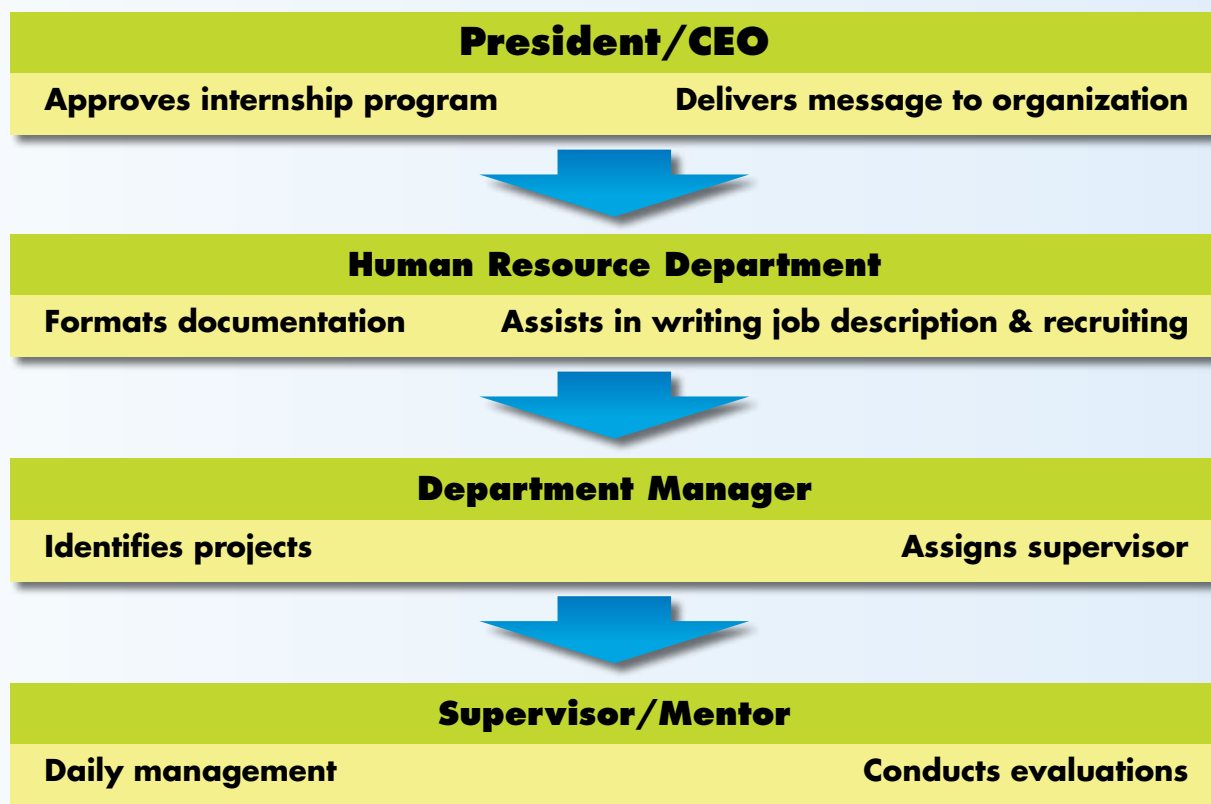
¹ Definition of incumbent workers: People who are currently employed and may include recent hires as well as those who have been employed for some length of time.



Before You Begin

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).



- 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 \$1,500 per student. Why \$1,500?²

\$7.45/hr (minimum wage)+ payroll taxes= approximately \$10.00/hr
\$10 x 150 hours= \$1,500

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

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.



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.

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.”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 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 47-48**.



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



Importance of Internship Programs

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 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.

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.



Types of Internship Programs

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 27**.

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.

57.7%
**of internships convert to
full-time positions**

(National Association of Colleges and Employers - 2010)

⁴ Source: Davenport University



Five-Steps to Developing a Quality Internship Program

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

Step 1: Set Goals and Policies for the Internship Program

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

- 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 27** 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.



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 33-44** 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

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Marketing internship

Intern name:

Length: June 1 – August 31, 2012

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: 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: Amanda Avila

Secondary Manager: Amiee Evans

Mid-Internship progress meeting – July 11, 2012

Managers: Amanda Avila & Amiee Evans

End-Internship meeting – August 31, 2012

Managers: Amanda Avila & Amiee Evans



Step 3: Recruit a Qualified Intern

Contact post-secondary institutions to begin recruiting:

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 school(s):

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.

Other recruiting resources:

- **Michigan Economic Development Corporation's (MEDC) Job Portal**

- Committed to supporting and assisting in the growth of Michigan, MEDC provides a wealth of resources that can help in finding the right talent for your business needs. For more information on MEDC and what they can do for you, go to www.michiganadvantage.org or go to www.hiremi.org to post openings.



- **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)**

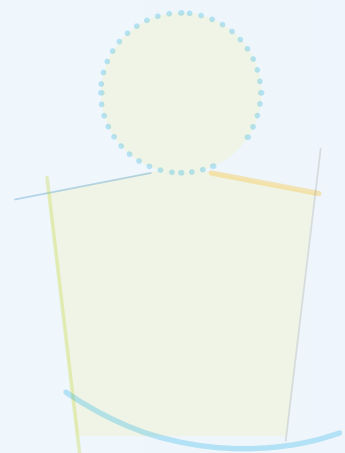
- LinkedIn: Employers can post available positions that allow candidates to search by position description, industry or location with the ability to view resumes/credentials online. To post your available internships/positions, go to www.linkedin.com.
- Twitter: Allows organizations to share available opportunities with their followers. To use Twitter, go to www.twitter.com.
- Facebook: A great way to share available positions with your network. Go to 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 2010 approximately 57.7% 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 19**)
- Offer the position to the candidate that you have chosen



Interviewing Best Practices⁶

- **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.

⁶ Source: Julie Mann, JMann Consulting & The Rockstar Factory

- **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 **pages 16-17.**
- **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!⁷

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

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

- Are you over the age of 18?
- 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?



⁷ Source: Julie Mann, JMann Consulting & The Rockstar Factory

- 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?
- What clubs or social organizations do you belong to?



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.

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.



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.



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:

- 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.

Example of an Orientation Acknowledgement

Please return this dated and signed acknowledgement form to your direct supervisor.

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

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

Orientation conducted by: _____

Intern name: _____

Date: _____

Intern signature: _____

Orientation Checklist

___ Policies & procedures	___ Dress code	___ Work schedule
___ Organization goals	___ Work Station	___ Mission/vision
___ Parking	___ Lunch/breaks	___ Meeting schedule
___ Badge	___ Time keeping	___ Other: _____

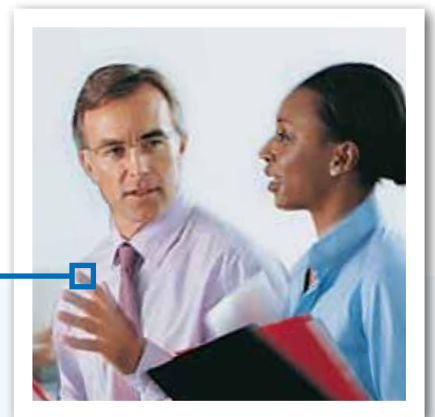
Orientation conducted by: _____ Date: _____

Intern name: _____ Signature: _____

Date: _____

Sample Orientation Outline

- First day: explain the need-to-know items such as:
 - Bathroom location
 - Parking
 - Work station location
 - Specific work dates and times, attendance & punctuality requirements
 - Office hours of operation, breaks and lunches
 - Intranet/Internet policies and procedures
 - Using office equipment such as copy machine, phone system, etc.
 - Dress code (including appropriate/inappropriate attire including perfume/cologne)
 - Review organizational culture, vision and relevant department missions
 - Conduct
 - Department/organization goals
 - History/future of organization (limit this information during first week)
- Give the intern a feel for the organizational structure; provide an organizational chart and/or staff list with phone numbers.
- Review organizational and employee policies.
- Review internship components
 - Identify and discuss main projects
 - Discuss expected results
- Inform the intern of departmental or staff meetings he/she is expected to attend, and provide time during those meetings for the interns to report progress on his/her projects.
- Identify a back-up supervisor or support person who can answer the intern's questions if his/her regular supervisor is unavailable.
- Ensure that the intern understands his/her responsibilities.
- Provide a tour of the facility and an introduction to the staff.
- *Have your intern sign an Orientation Acknowledgment form (**page 21**).



Step 5: Conduct Exit Interviews and Follow-up

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

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

- Use the evaluation forms found on **pages 24-26**.
- 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 25**.

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?

Employer
Internship
Toolkit

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.



Do you have to pay interns?

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

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

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

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

Workers' and Unemployment Compensation

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

Keep in Mind

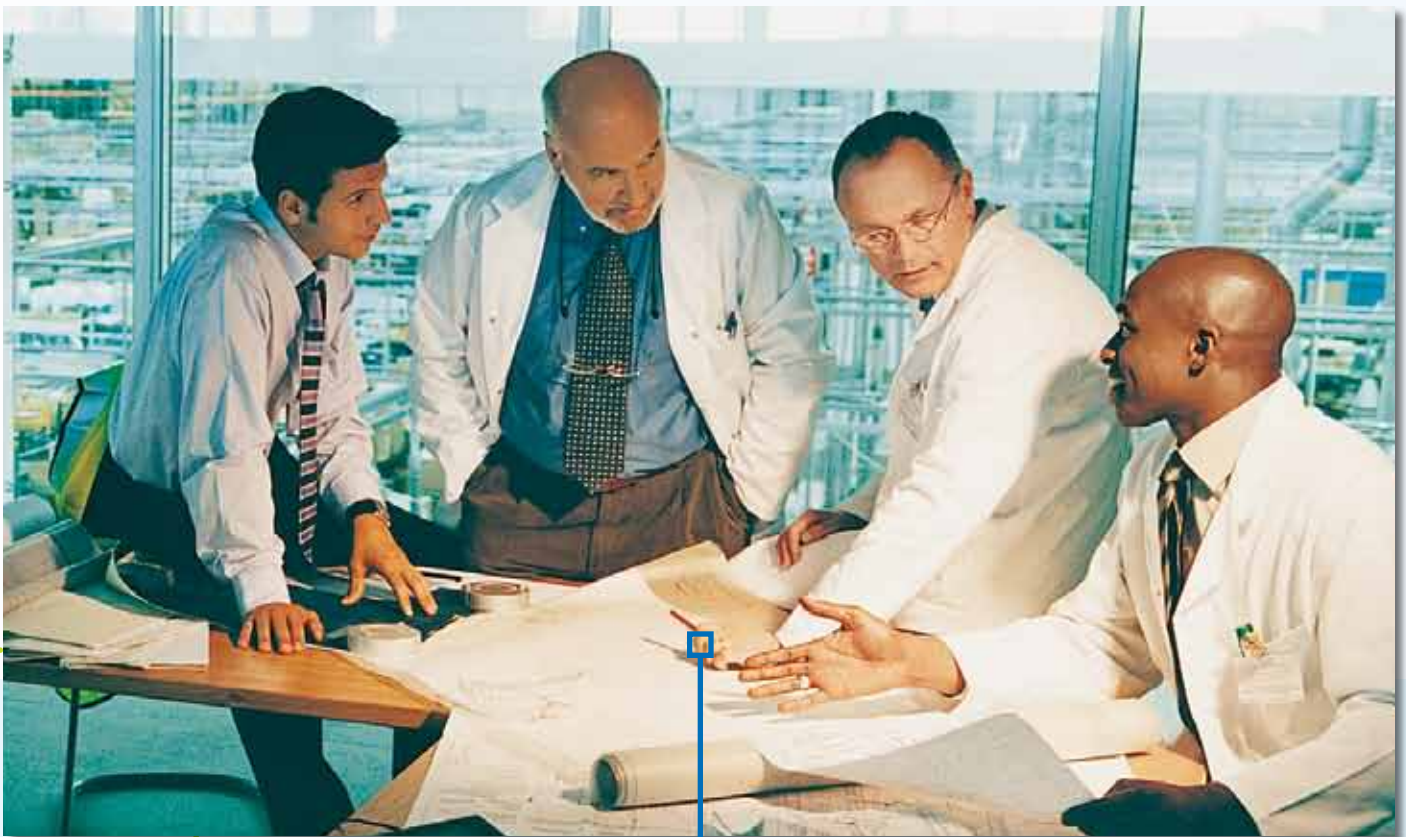
- With the exception of less stringent termination and unemployment compensation procedures, the same laws and standards for hiring full-time employees apply to hiring interns.
- Even if a student is working through a school program for which he or she is being "paid" in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.
- The employer should identify the specific terms and conditions of employment (e.g., dates of employment as an intern, including the date the internship will end; compensation; organizational and/or reporting relationships; principal duties; tasks or responsibilities; working conditions; confidentiality; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may be beneficial to document such a discussion with a written agreement. This should be made in consultation with the educational institution.

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

Interns Under 18 Years of Age

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

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





International Students

There are significant opportunities for employers to utilize international students, especially those looking to diversify their product line or customer base into international markets. International students can be an invaluable resource for your organization, but there are several things to know before recruiting international students, including familiarity with the different types of visas. Career service departments at colleges and universities can assist with further clarification regarding visas.

Visas The most common visa types employers see on college campuses when recruiting international undergraduate or graduate students for either full-time or internship positions are the F-1 and J-1 visas. International students attending a U.S. school on an F-1 visa are issued an I-20 from their sponsoring school to apply for their student immigration status. International students on J-1 visas receive a DS-2019.

An F-1 visa is granted to a person coming into the United States to attend a college, university, seminary, conservatory, academic high school, elementary school or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. This is the most common non-immigrant visa category for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program, and have the opportunity to apply for Curricular Practical Training (CPT) during their academic program and 12 - 29 months of Optional Practical Training (OPT), most commonly authorized after graduation. Authorization for off-campus employment during and after their degree program is limited to jobs with responsibilities directly related to their major(s). These two types of off-campus work authorization must be approved before an international student can begin working for your organization.

- **Curricular Practical Training (CPT):** If authorized by the sponsoring school, F-1 students are eligible to participate in curricular-related employment activities prior to graduation such as cooperative education, work study, and internship programs. Authorization is printed on page 3 of the I-20 and will include the name and address of the company, start and end date of work authorization, whether the work authorization is part- or full-time, and signature of the designated school official (DSO).
- **Optional Practical Training (OPT):** If authorized by the United States Citizenship and Immigration Service (USCIS), F-1 students are eligible to participate in degree-related employment activities post-graduation. The term "optional" is used because students can choose to use all or part of their total OPT allotment of 12 months (or 29 months if the student possesses a STEM degree). OPT is most commonly authorized by USCIS for full-time employment (>20 hours per week) after completing a course of study.

The prior information is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges



and Employers (NACE). Reprinted with permission of the National Association of Colleges and Employers, copyright holder. For more information on these and other legal issues related to hiring, see NACEWeb at www.naceweb.org.

J-1 Visa Students holding a J-1 visa are participating in an educational and cultural exchange program. Those students enrolled in degree programs are eligible for up to 18 months of Academic Training (AT). After completing their degree program, doctoral students can be authorized for an additional 18 months (3 years total) of AT. AT is authorized by the sponsoring school's Responsible Officer (RO) or Alternate Responsible Officer (ARO) in the form of a letter from their institution and a notation on page 1 of their DS-2019. AT can be authorized for part- or full-time employment during their academic program and for only full-time employment post-graduation. It can also be authorized in small increments to accommodate internships before program completion, but all authorizations (pre- and post-graduation) are counted cumulatively towards the 18 month maximum.



Frequently Asked Questions

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: Do interns work 40-hour workweeks? Do they typically work five days a week?

A: Internships are flexible; students often plan their internship schedules around their class schedules. A part-time internship can involve anywhere between 10 and 30 hours per week. Once you identify an intern candidate you will need to discuss his/her availability and agree on a schedule that will work for both parties. Interns enrolled in a school with a co-op program may be able to work 40 hours per week during the semester.

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.

⁸ Sources: Northwood University, NACEWeb & America.gov, University of Michigan-Flint Global Talent Retention Initiative of Southeast Michigan (GTRI) Global Detroit & Michigan's University Research Corridor





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.

Learn about MiPhotoBooth's Experience with an Internship Program Interview with Jessica Daly

Q: You have been able to give interns significant and meaningful projects on a consistent basis. How do you pick which projects interns can do? How do you prepare/train them to be successful?

A: Upon learning an intern's strengths and weaknesses, and as an intern becomes more comfortable with assigned tasks, we add new tasks that may be more challenging for him or her. This encourages growth. For example, we will give a Human Resource intern a task of writing a job description, and once I see that the intern has a good grasp on the criteria we seek in an employee, I will have the intern do actual phone interviews.

Q: You have worked well with a variety of intern personalities and talent levels. How do you find something for everyone? How do you manage well with respect to different personalities and talent levels?

A: I get to know the interns and their personalities and talents, and I also consider future career paths they are considering. I then assign tasks that fit them and their interests well. I may have two marketing interns, but I choose one whose strengths may be more creative (whom I would assign conceptualizing promotions) and one who is more detail oriented (whom I would assign the operational side of running promotion logistics).

Q. What makes a successful internship for you?

A: I realize that we have a successful internship when I have properly identified the intern's strengths and assigned them with tasks that appropriately challenge the intern. This enables me to empower students to use their better judgment and keeps me from having to micro-manage the entire process (which is my goal). Micromanaging will squash one of the greatest strengths an intern has; creativity. Instead, I encourage, inform, empower them, and then step away. Once they are empowered, interns often surprise me with the pride they take in the project and the professional level of work they can accomplish. It is important, though, to understand their limits and who they are (strengths, personality). A square peg in a round hole won't succeed.

Q. How have interns made a positive impact on your company?

A: Interns have positively impacted MiPhotoBooth in ways ranging from saving time by refining position descriptions in order to narrow the applicant pool, to increasing our sales numbers by brainstorming and researching additional target markets. The sheer enthusiasm they exude is enough to motivate other employees, including myself, to increase performance. They bring a fresh, young perspective to our business. They create synergy.



Employer Internship Training Session held in the fall of 2011 at Oakland University with nearly 100 attendees, presented by Amanda Avila



Sample Job Descriptions

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

Amanda Avila
Phone: 517-999-3382
Email: a.avila@primacivitas.org



Marketing and Business Intern

Job Description

Objective: To help promote the Prima Civitas Foundation (PCF) 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 Avila, Director, Talent Initiatives & Business Enhancement
Prima Civitas Foundation

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 PCF branding





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.

Northern Jet Management
5500 44th Street SE
Grand Rapids, MI 49512



Daniel Kelsey
Phone: 616-336-4800
Email: dkelsey@northernjet.com

General Business Intern

Job Description

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

- How to update the General Operations Manual and General Maintenance Manual.
- Learning details on aircrafts 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.

Julie L. Mann, MSIR, SPHR, CCP
President & CEO
216 N. Chestnut St.
Lansing, MI 48933



517-507-7568

Position Title: Staffing Recruiter Internship

Position Reports To: President and CEO

FLSA Status: Exempt

Position Summary:

The Rock Star Factory is seeking to hire a Staffing Recruiter. This is a contract assignment in the Lansing, MI area. You will need to have 2+ years sourcing and recruiting experience. You must be able to pass background investigation. Bachelors of Science degree strongly desired.

The ideal candidate will be experienced in recruiting strong candidates for employment in a variety of businesses and organizations.

The ability to interact with various individuals (at all levels) in a fast paced environment, sometimes under pressure, remaining flexible, proactive, resourceful and efficient, with a high level of professionalism and confidentiality is crucial to this role. Strong written and verbal communication skills, strong decision making ability coupled with a strong sense for prioritizing work and attention to detail are equally important.

ESSENTIAL FUNCTIONS:

Essential duties and responsibilities may include, but are not limited to, the following:

1. Source candidates through Internet and resume database searches, referrals, former employees/candidates/applicants, cold calling and ad placements to fill current employment openings.
2. Conduct phone screening with hiring manager to determine organizational culture, candidate success indicators, timing of job placement, process of placement, etc.
3. Conduct phone screening with candidates to determine if position requirements are met, as well organizational fit.
4. Set up and conduct face-to-face interviews and develops interview questions for recruit.
5. Ensure hiring manager has quality information for hiring decisions, such as application, resume, Interview Summary, transcripts, references, etc.
6. Coordinate transfer of internal candidates with current and receiving managers.
7. Discuss external market conditions with hiring manager, such as compensation, relocation, etc., to assist in the decision process.

JMann (continued)

PREFERRED QUALIFICATIONS:

2+ years related sourcing and recruiting experience, as this is the primary responsibility for this position.

Bachelor's degree in HR or related field preferred

Knowledge of:

- 1) Strong interpersonal skills and professional demeanor.
- 2) Detailed oriented
- 3) Strong oral and written communication skills.
- 4) Ability to manage multiple assignments, prioritize and meet deadlines.
- 5) Proficient in all Microsoft Office applications.
- 6) Current office practices, equipment and calendar/work scheduling.
- 7) Correct English usage, spelling, grammar, punctuation, and sentence structure.

Ability to:

- 1) Take responsibility and perform work utilizing independent judgment and initiative, making sound decisions and in developing solutions to problems
- 2) Strong proven written communication skills to independently draft and formal written business documentation.
- 3) Strong demonstrated knowledge of MS Office, including Word, Excel, PowerPoint and Outlook.
- 4) Communicate clearly and concisely, both orally and in writing. Use independent judgment and initiative in interpret and follow oral and written instructions with attentiveness to detail
- 5) Ability to maintain confidentiality.
- 6) Tactfully and courteously respond to requests and inquiries.
- 7) Maintain effective working relationships with those contacted in the course of work.

PHYSICAL DEMANDS AND WORK ENVIRONMENT

Work is primarily performed in an indoor office setting with extended periods at a computer, on the telephone, sitting or standing. Basic communication skills such as talking, seeing, and hearing are needed for frequent person-to-person contacts, and telephone usage. The nature of the work has frequent interruptions; contact with the public and clients, requires strong communication skills. May be required to work beyond normal working hours.



POSITION DESCRIPTION

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



Reports To: TAHRA Marketing and Public Relations Chairperson

Employment Status: Internship, Sept. 2011 – June 2012

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

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

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

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

Social Media, newsletter & other communications

- LinkedIn
- Facebook
- Website
- Photos
- Compose newsletter
- Articles
- Social media

QUALIFICATIONS: Education & Experience

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

AT&T
One AT&T Way
Bedminster, NJ 07921

Phone: 908-221-2000



Project Manager

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

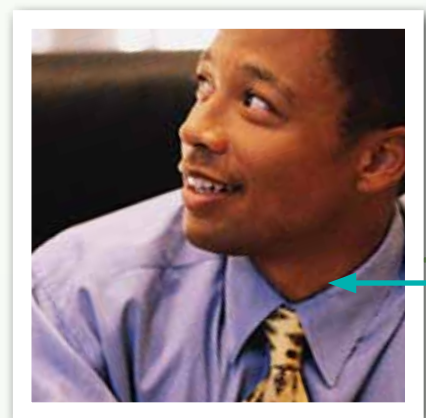
Desired Qualifications

- 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



Management Business Solutions
77 Monroe Center NW Suite #301
Grand Rapids, MI 49503



Amy Marshall
Phone: 616 855-6398
Email: amy@mgmtbsolutions.com

Human Resource Assistant

Job Description

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

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

Status: On the Job Training (OJT)

Reports to: CEO and Chief Recruiter

Responsibilities:

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

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**

COMPANY NAME
Nationwide

Logistics Intern

Duration: 12-week summer internship

Approximate hours per week: 40

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

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

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

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

Qualifications

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

Crowe Horwath LLP
55 Campau Avenue N.W., Suite 300
Grand Rapids, Michigan 49503



Vicky Ludema
Phone: 616.774.0774

Accounting Intern

Firm Overview

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

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

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

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

Qualifications

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

Automation Engineering Consulting Services
430 East Broadway Suite A

Farmington, NM 87401

Phone: 505-326-2424

Email: support@sample.com

Electrical Engineering Intern

Job Description

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

Skills/ Qualifications

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

Responsibilities

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

Education

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



CONFIDENTIAL INFORMATION AND INVENTION AGREEMENT

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

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

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

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

Dated: _____

Intern Signature: _____

Accepted and Agreed:
Prima Civitas Foundation

By: _____
Its: Vice President and Chief Operating Officer





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.

Student Information

Name: _____

Address: _____

Phone: _____ Email: _____

College/University: _____

College/University contact: _____

Internship Information

Company Name: _____

Company Address: _____

Immediate Supervisor: _____

Supervisor Phone: _____ Email: _____

Internship Description

Student internship will begin on _____ and end on _____

Internship title: _____

Goals to accomplish during internship: _____

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

List the projects that will be assigned to the intern: _____

Other goals: _____

Intern signature: _____ Date: _____

Supervisor signature: _____ Date: _____

A copy of this form should be given to the intern and the supervisor/mentor



Internship Testimonials

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

Internships for a Competitive Advantage

For businesses of every size, the importance of building successful internship programs cannot be overstated. Not only are internships a cost-effective strategy towards complementing and expanding a company's existing workforce, they also offer additional value to businesses that know how to make the most out of them.

Internships play a pivotal role for both students and organizations alike. Students can count on receiving the experience and mentoring needed to successfully enter into the workforce, and companies benefit from a powerful vehicle that regularly infuses them with new ideas, technologies, and fresh perspectives.

In an age where even the slightest strategic advantage can mean the difference between success and mediocrity, or even bankruptcy, internships provide a method for organizations to explore how up-to-date their current business models are. They can assist in identifying resources that will improve on those processes, and also affords companies the opportunity to qualify, test, and train an employee pool capable of facing the challenges unique to that organization.

Sean Lovell,
Director of Intern Development
Retail Network
Internship Testimonials



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 the Prima Civitas Foundation:

The job of the Prima Civitas Foundation (PCF) is to connect and leverage resources from throughout the state to help grow Michigan's economic base in this new, global economy.

PCF's Talent Team concentrates their energy and resources on assisting companies with diagnosing human resource and talent-related issues and removing associated barriers. The team also works with the supply side of the workforce, including job seekers, students, interns and career changers by preparing and connecting them to opportunities.

Similar to the relationships established in creating the Michigan Internship Initiative, PCF will continue to collaborate with various stakeholders and initiatives aimed at addressing talent concerns throughout the state.





About Hello West Michigan (HWM):

Business has become a more fierce and competitive environment than ever before due to the recent economic challenges. In order for businesses to be successful they must hire and retain the best talent possible, even if that means on a global basis. Due to the lack of opportunities, those people with the best talent are often faced with the option of relocation.

HelloWestMichigan

A major factor in the decision to relocate is the region and area of a company. Unfortunately, West Michigan is often looked down upon because of the large amount of negative media exposure regarding our economy. People are unaware of the career opportunities and exciting lifestyles that West Michigan has to offer.

In response, forward-thinking organizations throughout West Michigan launched Hello WestMichigan.com in 2010 to address these common challenges. HWM exists to:

- Promote West Michigan as a place where business thrives and people want to live and work
- Increase the rate of success that 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

Hello West Michigan is an employer-driven and non-profit membership organization, serving as an advocate for talent and providing downstream support to them and their families as they settle into their new lives 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, MEDC invests time and resources into talent and workforce development. A few of MEDC's talent/workforce initiatives include: Michigan Shifting Gears (MiSG), MichAGAIN and LiveWorkDetroit, among others.

PURE  MICHIGAN[®]
Michigan Economic Development Corporation



Content Contributors

Phillip Knapman

Phil Knapman, the Graphic Designer of this edition of the Employer Internship Toolkit, completed the project through the Michigan Shifting Gear's (MiSG) program internship with the Prima Civitas Foundation.

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



Phil's View

I enrolled in the MiSG program to break through a professional crossroad. My graphic design business, Burning Daylight Design, was confronted with a souring economy. It became clear that the only ways to grow was through expanded networking, branding, and understanding the varying needs of small businesses.

Graphic design is my passion, and I love tailoring a message that is unique and compelling. The challenge: how can businesses achieve greater results with less resources? After participating in the MiSG program, I've learned that the answer comes from asking the right questions.

The program brought me to the Prima Civitas Foundation through an internship placement. As an intern, I've been charged with re-branding the Employer Internship Toolkit—which is a little ironic, if you think about it. Working at PCF is expanding my network and experience, growing my business, and solidifying the knowledge I've gained from MiSG.

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

Russ Brown

Russ Brown is also an alumni of the MiSG program. Russ reviewed and contributed legal content for the Employer Internship Toolkit as a part of his internship through the MiSG program.

Russ' background includes being an Attorney at Law, and he joined the MiSG program to assist with reestablishing his law practice after returning to the workforce post-military deployment.

If you are interested in connecting with Russ, please e-mail: rdbrown@rdbrownlaw.com.

Special Thanks

Partners of the Michigan Internship Initiative would like to express our sincere gratitude to both Phil and Russ for their work on the Employer Internship Toolkit.

We would also like to thank our many partners and friends for contributing content and best practices that be shared with employers throughout Michigan.

Notes

Notes

Michigan

Amanda Avila

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