

Employer

Work-Based Learning Toolkit

Connecting Businesses with Students

Dear business leaders and community partners,

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

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

Whether you are a business leader engaging students in a presentation about plastics engineering, a company designing a semester-long internship program for a high school/college student, or a plant owner welcoming a group of students on a plant tour; we know all of these experiences, when planned purposefully, can be impactful and potentially life-changing for students. Such experiences help students grow and develop in their understanding of the world, their community, and themselves. In doing so, they awaken students’ awareness about opportunities available in their communities and ultimately play an important role in easing staffing challenges for area businesses. Work-based learning has proven to be very effective and efficient.

Such experiences begin early and continue through high school and college. Ways to engage might include:

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

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

Our Employer Talent Pipeline and this toolkit can help you:

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

These resources will help you develop a program customized to meet your needs. The Employer Talent Pipeline is here to help you every step of the way!

We look forward to hearing from you!

Sincerely,

Great Lakes Bay Regional Alliance STEM Impact Initiative

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THANK YOU TO OUR PARTNERS

The Great Lakes Bay Regional Alliance, STEM Initiative, and Jobs and Skills Network at Mid Michigan College would like to extend our sincere thanks to Prima Civitas and Hello West Michigan for the generous invitation to adapt their Employer Internship Toolkit.

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

For any questions regarding the information or needing assistance with the resources please refer to the contacts on page 3.

The resources and suggestions in this Toolkit focus mainly on k-12 schools, colleges and universities and their opportunities.

The Great Lakes Bay Regional Alliance, STEM Initiative, has many Out-of-School time partners and youth programs in the region which also have work-based learning opportunities on nights, weekends and in the summer that businesses can engage with.

We suggest to any business wishing to connect with these Out-Of-School time partners contact Carol McCaul, Employer Talent Pipeline Lead, at cmccaulsps@gmail.com



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Determine Goals for the Program and Target Population

Determine Goals

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

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

Determine Population to Connect with

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

Elementary and Middle School Students	High School Students	College Students	Veterans, under employed adults, Career Changers, Various Opportunity Populations, those Returning to the Workforce
<p>Students are unlikely to explore opportunities that seem out of reach, or those that are altogether unknown to them!</p> <p>We must educate students about opportunities and career paths that are available, and expose them to the skill sets required to perform such jobs such as science, engineering, math, technology and the problem solving skills that support such subjects early in their lives.</p>	<p>High Schools are filled with students who are beginning to think about their future career paths. Connecting with them early by giving them internship or job shadow opportunities can be the first step in developing your workforce pipeline. High school students are also up to date with the latest technologies and trends.</p>	<p>College students can be in a unique position since they have more skills than a high school student, but are often clarifying their career interests within a given field. For example, they may have determined that they want to study plastics technology, but have yet to determine a subfield of interest such as technical and engineering services, materials and testing, product manufacturing, or industrial sales. Internships can help them engage with the business community, sharpen their skills, and clarify their career path.</p>	<p>This group benefits from the opportunities to apply their current skill sets in a new setting and develop new ones. Work-based learning can be a way to "re-train" workers with a new set of skills and open opportunities for various under-represented populations in the workforce.</p>

Tips for Success in Planning Any Type of Work-Based Learning

Consider your Staff Carefully: Utilize your Most Upbeat, Enthusiastic, Personable, Patient, and Welcoming Staff Members when Engaging with Students

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

Make it a Fun, LEARNING Experience

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

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

"Student will be able to..."

This statement is generally followed by an action verb:

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

Examples

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

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

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

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

Remember: Our Employer Talent Pipeline is here to help you clarify your goals, plan events, and connect with the community! Refer to page 3 for contact information.

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

Give a presentation

Conduct a hands-on activity

Do a demonstration

Read a book or article with students and discuss it

Best Practices

- Contact the Employer Talent Pipeline (page 3) for assistance connecting with local teachers, principals or club leaders that may be interested in hosting guest speakers in their classroom, after-school program, summer camp, or club.
- Meet with the teacher in advance to discuss the visit and what you hope the students will learn.
- Remember, young students don't have a long attention span. Plan for a maximum of 10-20 minutes of listening at a time! Break it up with questions or active involvement. The teacher or leader you are partnering with can help you plan a session that will be engaging for students.
- Engage students with questions and try to help them connect to what they already know. For example: if you are presenting about plastics manufacturing, ask the students to brainstorm all the things they know that are made of plastic, then ask the question: Have you ever wondered how those were made? Solicit responses and then go on to inform students about the processes that your company uses. Connection to their prior experience helps students understand.
- Short presentations followed by hands-on activities, or demonstrations are best.
- Plan to run hands-on activities with the help of a teacher or leader. While you might provide background information, consider letting the teacher provide the directions for the hands-on portion of the activity. (Glue and elementary students can get messy—but a teacher is a pro at organizing materials and providing clear directions for these types of activities— so rely on the teacher's expertise for the hands-on portion activity, rather than trying to run it on your own! Your staff or representatives should float between the groups, assist, and answer questions during the hands-on portion.
- Many schools are short on funds, so consider donating materials (or funds) for the activity, if possible. You will want to bring the materials to the teacher in advance so she/he can organize them for distribution the day of the event.
- High school teachers or College professors may appreciate your assistance with a lab about a topic in your field.

Samples from the Great Lakes Bay Region

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

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

The presentation was followed by an activity where students were placed in groups to build their own bridges using newspaper, glue, and popsicle sticks. The teacher and the business leader guided each group in making a hypothesis about which type of bridge design would be strongest. At that point, he turned things over to the teacher who explained the materials they would be using, the expectations, how it would be assessed, and the amount of time they would have for completion.

The students got to work, with the business leader and teacher floating between the groups, asking questions, and working with the students. Afterwards, the students tested their bridge strength using small weights to determine their breaking point. They compared their designs and discussed their knowledge. Finally, the business leader finished out the day by connecting the activity to the types of local jobs that are available and the types of skills these jobs require. The 2-hour visit was highly engaging for the students.



Samples from the Great Lakes Bay Region

Every county in the Great Lakes Bay Region offers Reality Store simulations to middle and/or high school students. Reality Store provides an interactive experience in which youth learn how the choices they make regarding their career, managing income and expenses, and saving and investing will affect future outcomes.

To start, teens draw a salary based on a specific career and manage basic living expenses for themselves and a family. They envision the lifestyle they would like to have in their late 20s, explore a career, receive a checking account "deposit" equal to one month's salary, and spend their salary in the Reality Store on necessities and extras. They also handle some of life's unexpected events and discover whether their occupation provides the financial resources needed in order to sustain the lifestyle they want. **Business participation to share the realities while providing encouragement and advice is always welcome!**

Contact the Employer Talent Pipeline (page 3) for assistance identifying the programs nearest your business.



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

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

Best Practices

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

Sample Activity: Booth at a Carnival

An aerospace design company engaged with middle school students at a local school carnival for positive community relations and to increase awareness about opportunities at the plant. A “station” for students to make and test paper airplanes was set up. The company created signs that showcased properties of airplanes that helped them be aerodynamic. The rules were clear: airplanes couldn’t be flown outside the “test” area. Using a simple paper airplane book, designs were available to help students build different types of airplanes.

Students followed the designs or created their own with the goal of making an airplane that would fly the furthest distance. Using painters’ tape, the company marked off an area so students could measure how far their creations flew. Groups of students had competitions to make better airplanes, and the company employees provided pointers for how to improve the designs. Students made thousands of paper airplanes throughout the course of the evening. Engineers and employees of the company engaged with students and talked to parents about the “real life” work of the company and jobs in the industry.



Plasti-Van Takes on STEM

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

The van is taken to local school systems where student experience science firsthand!

There is a cost for the Plasti-Van. Businesses can support these types of hands-on learning by sponsoring a visitation and/or volunteering to mentor during a visitation.

Learn more on the [Plasti-Van Website](#)

Delta College STEM Explorer Bus

Delta College's STEM Explorer Bus is a 38-foot mobile science lab and creative space with the latest technologies. Educators can share this experience with middle and high school students for free.

- Gets students out of the classroom and into a state-of-the-art lab
- Strengthens partnerships with teachers to augment their lesson plans
- Brings multiple topics together in project-based activities
- Provides hands-on activities in an exceptional learning environment

Visit [Delta College STEM Explorer Bus](#) to book a visit from the bus and invite local students!!



Volunteer at a local STEM Contest or Competition

Robotics Clubs and Competitions

Science Olympiad

Science Fair

Lego Contests

Jr. Achievement



Host a day-camp or day-long series of activities

Design a more intensive activity plan

Best Practices

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

Volunteer! Mid Michigan College and the TRIO Talent Search Grant offer a camp focused on science, technology, engineering, and math to local 6th-8th grade students.

"Students can expect to learn about robotics, virtual reality, 3D printing, and more through hands-on experiences," said Marilee Kujat, Director of TRIO Talent Search at Mid. "This camp helps local students explore these high-tech fields and build confidence in their skills for the future."

To stay informed or volunteer for camps and other opportunities across the Great Lakes Bay Region refer to the calendar found on [STEM Pipeline](#)

Contact the Employer Talent Pipeline (see page 3 for contact information) for assistance in connecting with local events

Participate in a Career Fair at a Local School

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

Best Practices

- **Contact the Employer Talent Pipeline for assistance** connecting with local events and/or to obtain employee coaching for upcoming events.
 - Local colleges and high schools often have Career Expos/Fairs designed to expose students to a variety of careers.
 - The ETP Newsletter maintains a calendar of regional career fair events. Sign up [here](#)
- **Work closely** with the contact at the school and understand their expectations.
- **Have banners and promotional materials** that are colorful, with bold, inviting graphics.
- **On written documents**, include lots of graphs, graphics and other short, readable captions. Avoid dense text.
- **Interactive features and exploratory games** on tablets are always popular.
- **"Give away" items** such as pens, key chains, etc., if possible.

Sample Career Fair

A local metal engineering company sets up at a career expo at a local high school. In advance they make a large banner that showcased a person welding for the front of their table. Brochures and handouts created for the event were informative in nature, focusing on the benefits of the careers available in the field of metalworks, the training required, and the projected industry growth. Additional materials were provided for educator resources including contact information for potential classroom visits or facility tours. Graphs and simple text made resources eye-catching, appealing, and easy to understand. Electronic tablets and connected monitors contained games, videos, and websites that relate to the industry. The company had one welder, as well as the plant owner to answer questions throughout the afternoon. Interested students were invited to contact the company to participate in a job shadowing experience.



MiCareerQuest Middle Michigan

MiCareerQuest Middle Michigan is an experience unlike any other career and college-readiness event – with interactive, hands-on, informational and inspiring career opportunities delivered directly to students from working professionals in high-demand industries!

Hosted by Great Lakes Bay Michigan Works! and Michigan Works! Region 7B, MiCareerQuest Middle Michigan is designed for 10th grade students (and their teachers, counselors and career navigators) from an 11-county area including Arenac, Bay, Clare, Gladwin, Gratiot, Isabella, Iosco, Midland, Ogemaw, Roscommon and Saginaw. Roughly 5,000 students attend the event annually.

As many as 100 employers from five industry sectors — Advanced Manufacturing, Agri-Business, Construction, Health Sciences and Information Technology work together to create exciting exhibits with heavy equipment, simulators, robots, drones, and much more.

See [MiCareerQuest](#) for more information including contacts.



Middle Michigan
MiCareerQuest™

Host a tour of your facility

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

Best Practices

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

Tour of your facility example

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

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

The students were given a note-taking guide that had the job titles of several stations they would visit, including CAD Design, Printer Technician, and Engineer. As they took the tour they would take notes and visit with employees who would provide an overview of their responsibilities and the products. Each had examples and some interactive and/or hands-on components, which are very valuable.

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

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

Manufacturing Day

Several manufacturers across the region conduct tours on Manufacturing Day, held on or around the first Friday in October. [MFG Day](#) has a variety of free resources, webinars, event planning materials to help you host a successful tour of your facility. For assistance planning an event or to receive information on how to take part in a collaborative event contact the ETP Leads, page 3.

Allow a Student to Job Shadow

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

Best Practices

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

Job Shadowing Example

A student explored a local steel industry. The company arranged for the student to job shadow for half a day. A mid-level manager provided an overview of the company and an itinerary to the student. The employees were given the itinerary in advance. The student started observing in the CNC department, where the worker provided an overview of the department. Additionally, the student observed welders and the logistics department. At the end of the experience, the mid-level manager offered the student a more detailed observation in the future.

Special education programs in schools have educators that would be receptive to classroom speakers, volunteers for field trips, and sponsorship of projects. They also have students who need work-based learning placements.

Job shadowing is a requirement for all students at Meridian Early College High School. Through the thoughtful conversations between his work-based learning coordinator, a special education teacher and employees at St. Gobain in Beaverton, a high achieving autistic student achieved a very successful job shadow. The job shadow experience benefitted the student, and the experience was very rewarding and encouraging to his teachers and employees at St. Gobain. The experience opened discussion for future placements for individuals with special needs.

Job Shadowing best practices materials can be obtained at [STEM Pipeline](#) or Businesses can request job shadow resources by contacting Carol McCaul, Employer Talent Pipeline Lead, at cmccaulsps@gmail.com

Apprenticeships

Apprenticeship training is distinguished from other types of workplace training by several factors:

- Apprentices earn wages from their employers during training.
- Apprenticeship programs provide on-the-job learning and job-related classroom training.
- On-the-job learning is conducted in the work setting under the direction of a mentor(s)
- Training results in an industry-recognized and portable credential.

An Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, mentorship, and a portable credential. Those who complete apprenticeships earn an average of \$300,000 more over their career than their peers who don't.



Act Two: Pursuing a Second Career in the Skilled Trades with Bre DePottey, IBEW Apprentice

Bre DePottey is a fifth-year apprentice with IBEW 557

[READ BLOG](#)

Apprenticeships

Best Practices

- Contact an Apprenticeship Success Coordinator. Michigan Works! Apprenticeship Success Coordinators can assist career seekers in exploring Registered Apprenticeship opportunities and can help employers connect to partners to develop a custom-designed program. Apprenticeship Success Coordinators work in partnership with colleges and training programs to develop registered apprenticeship programs.
- GLBR Michigan Works! resources
 - Great Lakes Bay Michigan Works!
 - Bay, Gratiot, Isabella, Midland, and Saginaw Counties
 - Anna Willman-Onstott
 - 833-531-1945
 - onstotta@michiganworks.com
 - Michigan Works! Region 7B Consortium
 - Arenac, Clare, Gladwin, Iosco, Ogemaw, and Roscommon Counties
 - Lane Matthews
 - 989-965-1847
 - lmattthews@michworks4u.org
- Do some research. In Michigan, Registered Apprenticeship Program registration and oversight is facilitated by the U.S. Department of Labor's Michigan Office of Apprenticeship. Use USDOL [Workforce Development](#) resources to help you create a Registered Apprenticeship Program.
- Inform and recruit potential apprentices by attending career and job fairs. Speak with students at classroom presentations and events such as robotics competitions and summer camps. Stay informed using local resources such as Newsletters and calendars at stempipeline.com. Contact Carol McCaul, Employer Talent Pipeline Lead, at cmccaulsps@gmail.com to learn more about fairs and events. Flyers and testimonials are also available to distribute at [STEM Pipeline Business Resources](#).

Guide to Skilled Trades + Apprenticeships

APPRENTICESHIPS

On-the-job training and apprenticeships are a key requirement and an important component of skilled trades positions.

There are many benefits to career seekers, including:

- Wages earned while training
- Improved skills and competencies
- Higher wages as skills increase
- National, portable credentials
- Career advancement

An apprenticeship combines classroom studies with extensive on-the-job training under the supervision of journey level craftspeople or trade professionals.

Those who complete apprenticeships earn an average of \$300K more over their career vs peers who don't.

Internships and Co-ops

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

In General, co-ops refer to a high school experience and internships refer to a college experience.

Educational institution's **work-based learning coordinators** will be the starting point for this entire process (applications, laws and regulations, documentation, and evaluations). For efficiency, the term internship will be used to refer to both the internship and the co-op experience. Employers act as an extension of the teacher, providing instruction through work-based learning activities. A toolkit supplement for internships, with many samples of what to expect, is at the end of this publication.



Internships and Co-ops

Characteristics of an internship

An intern IS:

Internship circumstances vary widely. Common characteristics can include:

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

An intern IS NOT:

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

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

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



An internship is considered the experience with the highest value, to both students and employers, of all work-based learning. For this reason, many best practice suggestions, document samples, and resources are included in the following toolkit supplement. As with all work-based learning experiences, a business's best first move is to contact a school's work-based learning coordinator (see the Resource section at the end of this document for a link to area coordinator contact information). The samples shared are just that, samples. Most educational institutions have their own toolkits for businesses to use.

INTERNSHIP TOOLKIT

Before you begin...

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

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill 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"

For any business considering a new internship program or giving new life to an outdated program, a wise first move is to **contact the Career Center, CTE Director or Work Based Learning Coordinator** of an educational institution. These individuals have the skills, knowledge, and resources to guide any business through the process of a successful internship program. **There are many document samples throughout this toolkit, but most internship programs have their own set of documents ready for use for their program.**

It is essential that any organization considering the development of an internship program includes the cost of the program in their budget. For budget approval, a figure that can be used is \$1,719 per student. Why \$1,719?



$\$10.56/\text{hr}$ (minimum wage 2025) +
payroll taxes= approximately
 $\$11.46/\text{hr}$ $\$11.46 \times 150 \text{ hours} = \1719

This figure is a starting point that can be used. Internship programs do not have to pay \$10.56 an hour nor do they have to be 150 hours in length. While internships are primarily for the purpose of providing education and training to individuals as a service to the industry it should be noted that competition for high quality interns in high demand fields can be intense. Offering a paid position can help secure interns that offer the greatest return for the investment. Work-based learning coordinators at the supporting educational institutions can act as guides.

- For companies who have organized labor unions, it may be necessary to notify appropriate union representatives at the beginning of the process.
- For companies without the ability to pay an intern, the possibility of match funding through [STEAM Ahead](#), [MIWorks](#) or with financial aid support may be available.

The Benefits of an Internship Program:

Benefits for Employers

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

Benefits for Interns

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

Benefits for the Community

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

Sample Timeline and Checklist for Developing and Implementing an Internship Program

Months before the start of the internship	Actions needed
Six months	<p>Assess internal needs:</p> <ul style="list-style-type: none"> • What are the organization's long-term goals and needs? • How could an intern program help meet these needs? • What projects are on the "back burner" and how could an intern assist with these projects or complete other tasks that allow other employees to give their attention to these tasks. <p>__ Determine the goals of the internship program.</p> <p>__ Determine the qualities you want in your interns.</p> <p>Consider assessments like NCRC, Career Scope, Job Fit etc.</p> <p>__ Assess resources and staff to serve as mentors/supervisors to interns.</p> <p>__ Determine how you will compensate the intern. If considering an unpaid internship, review legal considerations carefully (pages 34-35).</p> <p>__ Announce the program to current employees; seek input from departments about potential projects for interns.</p>
Five months	<p>__ Identify detailed goals and descriptions for possible projects, including timelines</p> <p>__ Identify possible supervisors/mentors for the interns</p>
Three to Four months	<p>__ Develop expectations for the intern (handbook etc.)</p> <p>__ Plan for how internship will be evaluated</p> <p>__ Plan for first day orientation, ongoing supervision, and evaluation</p> <p>__ Develop the job description</p>
At least 2 months	<p>__ Post the internship job opportunity</p>
1 month	<p>__ Interview candidates and select interns, make offers as soon as possible</p>

Five Steps to Developing a Quality Internship Program:

Step 1: Set goals and policies for the internship program.

Step 2: Contact educational institution's Career Center, CTE Director or Work-based learning coordinator. 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

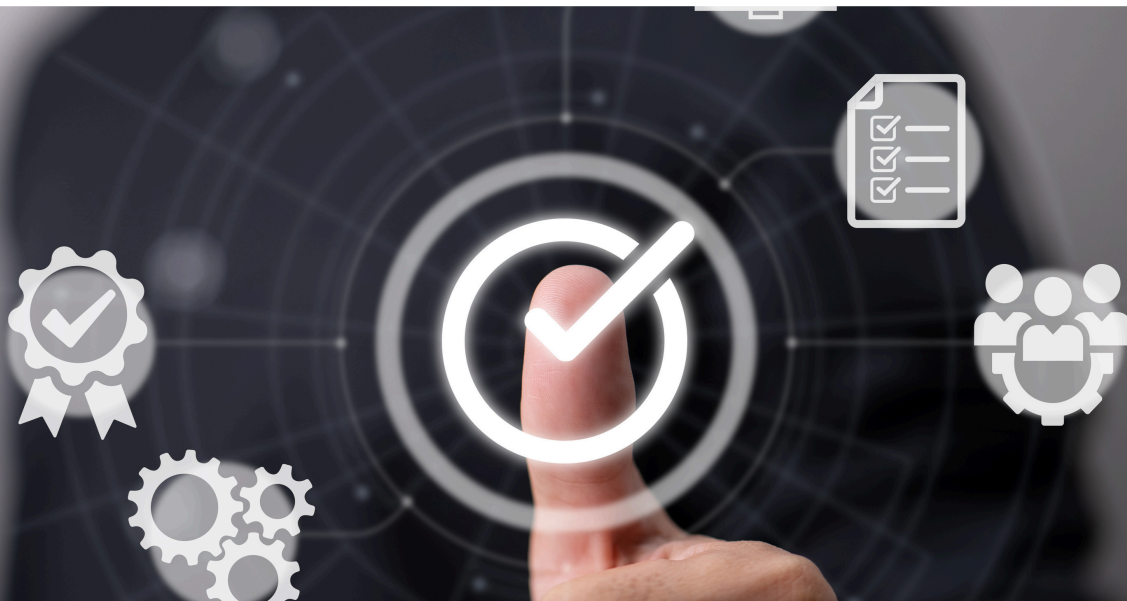
Setting goals and policies of what you want your internship program to look like is crucial and a place to start.

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

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

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

- 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).



Step 1 Continued: Set Goals and Policies for the Internship Program

Who will supervise and mentor the intern?

Intern supervisor(s)/mentor(s) do not have to be the President, CEO or Human Resource (HR) Manager. 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 build skills, keep their project on time and provide support when needed.
- 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 if you will be able to compensate your intern and make it clear up-front. Compensation could be in the form of an hourly wage or a stipend. Be sure to incorporate a strong training component into your program; ensuring the presence of a training component will justify unpaid internships. In addition to, or in lieu of stipends or wages, you may also be able to provide funding for the student to go through training program(s) such as MiWorks. USDOL has outlined six criteria that for-profit companies must consider for clarification of unpaid internships. See [Legal issues page 52-53](#). Grants at colleges or the state may be available.



Contact an Employer Talent Pipeline Lead, page 3, to learn about current opportunities.

Step 2: Contact educational institution's Career Center, CTE Director or a Work-based Learning Coordinator

For businesses the most effective step is to make contact with a Work-based Learning Coordinator at an educational institution. See the Resources pages for contact information.

A Work-based Learning Coordinator assists employers recruiting internship candidates, writing a work plan for internship opportunities, and managing the intern. The Coordinator often has a process in place for completing required and optional documents including state and local requirements. Some institutions will have their own internship toolkits which will include their documents for each step of the process.

Work-based Learning Coordinators are available at high schools, CTE programs, colleges and universities across the region. Career Navigators and Counselors also assist with connecting businesses to relevant educators. See Resources at the end of this toolkit for a link to a list of Great Lakes Bay Region Work-Based Learning Coordinators.

Write a Plan for the Internship Opportunity

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

Contact the work-based learning coordinator to help clarify your goals and for assistance in writing a plan. **Sample work plans provided on pages 34-36.** Projects can be specific to a department or position, or "rotational" internships can be created. A "rotational" intern can be utilized throughout different areas and departments of the organization. This is particularly beneficial when an industry has a broad array of opportunities for a student to have a command of. For example, a student working toward a degree in Aviation Administration should understand a wide-variety of positions in the industry; therefore, this student would be a great candidate for a "rotational" internship.

Benefits of a "rotational" internship:

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

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

A part of developing the intern's plan involves determining what they will learn. It is important to provide an intern a challenging assignment that will complement their academic learning. Internships are learning and training experiences for students. Work-based learning coordinators are skilled in the writing of training plans as well as having access to many training plans already in place. They should be an early contact for any business wishing to add internships to their talent acquisition plan.

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

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

"Student intern will be able to..."

"This statement is followed by an action verb that denotes what the student will be able to do or produce. For example say:

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

"Student interns will know/think..."

How to involve the intern in experiences beyond 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:

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

A carefully developed plan for the internship will:

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

Sample Work Plans

Michigan Work Based Learning Plan Sample

Drafting Internship Example

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

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

Deliverables:

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

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

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

Deliverables:

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

Additional Duties include:

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

Sample Work Plans

Marketing Internship Example

Evaluation Methods:

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

Timeline:

- September 8- Intern Orientation
- September 8-10: "Rotational" observation of various departments
- October 8: Step-by-step manual, for future interns, on how to properly handle and file engineering data due October 15- Preliminary research on design processes due to supervisor.
- October 30- Preliminary presentation
- November 10- Project planning meeting with intern and supervisors
- November 15- Project planning meeting with intern and supervisors
- December 10- Intern final reports due
- December 25- Final evaluations due to college internship coordinator

Team:

- Intern
- Intern's Direct Manger
- Engineer
- College Internship Coordinator

Internship Work Days/Hours:

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

Marketing Intern:

Intern name: John Doe
 Length: June 1 – August 31, 2014

Primary Manager: Jane Smith

Secondary Manager: John Doe

Projects:

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

Timeline:

Style Guide Draft #1 Due- June 30 StyleGuide Draft #2 Due- July 1
 Mid-Internship progress meeting – July 11
 Managers: Jane Smith and John Doe

Marketing Plan Due- July 20
 End-Internship meeting – August 31
 Managers: Jane Smith and John Doe

Schedule:

M	8am to 4pm
T	Off
W	8am to 4pm
T	Off
F	8am to 4pm

Total Hours: 24 hours/week

Sample Work Plan Template

Position: _____

Length: _____

Schedule: _____

Schedule:

M

T

W

T

F

Total Hours:

Email: Password:

Projects:

-
-
-
-
-
-
-
-
-

Mid-Internship Progress meeting –

End-Internship meeting –

Step 3: Recruit a Qualified Intern

Now that you have started laying the foundation for your internship program, it is time to begin the recruiting process. Work-based Learning Coordinators will have access to students who qualify based on skills in the job descriptions. Colleges and Universities have job posting dashboards such as Handshake. Job descriptions can be posted on platforms such as Indeed, LinkedIn and your business website.

Begin Searching Three to Four Months Before you Expect an Intern to Start Working

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

Special Considerations for The Internship Hiring Process

Pre-interview - Analyze resumes:

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

Post-interview:

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



Sample Interview Structure

Interviewing An Intern

Prepare questions about:

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

Allow for Questions and Comments

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

Planning the Interview, Plan to Give Information About the Internship

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

Follow Up with Candidates Promptly

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

Sample Interview Questions

- Why do you want to participate in an internship?
- Why are you interested in this specific internship opportunity?
- Why do you want to intern with our organization?
- What motivates you?
- 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 areas that you need to work on?
- Give me an example of a time that your leadership skills stood out in a positive way.

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

Interviewing Best Practices

- Best practices for any hiring process still apply but remember that many student interns don't have experience with the hiring process. So, you may want to consider the following:
- Set the tone. Start with a firm handshake and a friendly smile. Small talk about hobbies and interests can break the ice and put the candidate at ease, making them comfortable talking with you.
- Tell the candidate what to expect. Explain the process and expected length of the interview – then stick to it.
- Plan what you will say about your company. The best candidates may have other offers so you should tell them about the upside of working at your company. Share information about the business that you are passionate about. Be positive but be honest.
- Communicate your benefits. Many interns may be seeking benefits. If you offer any kind of benefits or perks, be sure to let applicants know.
- Don't make promises you can't keep. Never make promises about job security, salary increases, or career advancement.
- Remember to listen. Most of the interview time should be spent on the candidate talking.
- Know what you can't ask. There are many questions that are illegal to ask. See samples of acceptable and unacceptable interview questions beginning on [page 36](#).
- Put them to the test. Get a feel for their "hands-on" ability by asking candidates to solve a realistic problem. Ask a potential office manager how they would improve a particular process or ask a marketing candidate for suggested improvements to your website.
- Leave time for questions. When candidates ask questions, you get insight into how they think. The best candidate will ask you meaningful questions about the job. They may also ask about salaries and benefits, but if the only questions are about compensation, they may not be thinking about whether the job itself is a good fit.



Interviewing...Knowing HOW to ask is Critical!

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. 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

- Are you over the age of 18?
- Travel is an important part of the job; do you have restrictions on your ability to travel?
- Do you have commitments that will prevent you from meeting work schedules?
- Are you able to lift a 50-lb weight and carry it 100 yards, as the job requires heavy lifting?
- Are you able to perform the essential functions of this job with or without reasonable accommodations? (Legal question if 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 in job descriptions).
- Are you authorized to work in the United States?
- Ask about professional or trade groups or other organizations that you belong to that you may consider relevant to your ability to perform your job.

Questions that CANNOT be Asked During an Interview Include

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



Sample Internship Offer Letter

Date:

Student Name

Student Address

Dear (Student's first name):

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

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

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

Sincerely,

(Insert signature here)

(Print your name) (Your title)

Sample “No Thank-You” Letter

Date
Student Name
Student Address

Dear (Student's First Name):

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

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

Sincerely,

(Insert signature here)

(Print your name) (Your title)

Step 4: Manage the Intern

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

Orientation

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

Orientation preparation

- Prepare a list of essential items that need to be covered on their first day. Also consider preparing an organizational chart that includes names and projects.
- Create a guide, document, or talking points that address your organization's culture.
- Identify and communicate how the intern will fit in with your organization.
- Mail a "welcome package" to your intern prior to their first day. Include:
 - Start date and first day agenda
 - Directions and parking information (if needed)
 - Bios and pictures of Board and staff members (optional)
 - Frequently asked questions (FAQs) from previous interns
- If Mondays are the busiest days for your organization, do not have an intern start on a Monday. Be sure that their manager has available time to dedicate to the intern on day one.

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



Orientation Checklist

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

Explain the Mission of the Organization

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

Company Organization

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

Work Standards and Procedures

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

Expectations

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

Intern Responsibilities

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

The Basics

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



Orientation Checklist

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

*End of Internship:

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

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

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

Orientation conducted by: Date: _____

Intern name: Date: _____

Intern Signature: _____

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

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

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

Have the intern conduct an entry presentation

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

Monitor the intern's progress

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

Evaluate the intern's progress periodically and give feedback

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

Step 5: Conduct Exit Interviews and Follow-up

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 48, 50-51](#)
- Have the intern conduct an exit presentation and provide feedback (if you had them conduct an entry presentation).
- Conduct an exit interview to determine if interns are leaving the organization with a good experience. This provides valuable feedback to upper management for future program planning and adjustments and a prompt response to external organizational messaging. [See sample exit interview on page 49.](#)

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.
- To successfully measure your program outcome, you should return to the stated program goals and address those outcomes.

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

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

Sample Employer Evaluation of Intern/Volunteer

Intern/volunteer name: _____

Date: _____

Dates of Internship: _____

Supervisor: _____

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

Sample Exit Interview

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

Exit Interview Steps

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

Exit Interview Summary

Name: _____

Date: _____

Department: _____

Supervisor: _____

Company property returned:

Keys: _____

Computer: _____

Badge: _____

Other: _____

Phone: _____

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?

Final Intern Evaluation of Employer

Intern name: _____

Date: _____

Employer: _____

Supervisor: _____

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

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

Final Intern Self Evaluation

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

Employer Name: _____

Your Name: _____

Job Title: _____

Contract: _____

Hire Date: _____

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

Attendance: 1 2 3 4 5

Quality of work: 1 2 3 4 5

Communication: 1 2 3 4 5

Written Skills: 1 2 3 4 5

Typing Skills: 1 2 3 4 5

Teamwork: 1 2 3 4 5

Professionalism: 1 2 3 4 5

Time Management: 1 2 3 4 5

Judgment: 1 2 3 4 5

Attitude: 1 2 3 4 5

Project Completion: 1 2 3 4 5

Intern signature: _____

Date: _____

Employer signature: _____

Legal Issues

Do you have to pay interns?

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

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

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

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

Workers' and Unemployment Compensation

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



Keep in Mind

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

When both federal and state laws apply the more stringent standard must be observed.

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.

Work Permits in Michigan

Who needs a work permit? (Including Summer)

Minors under the age of 18 are required to have a work permit prior to starting work. Minors under the age of 18 cannot be employed or permitted to work, with or without pay, or volunteer until the person, company, business, firm or corporation proposing to employ the minor obtains and keeps on file at the minor's place of employment (work location) a current and valid age appropriate work permit, which has been issued by a state of Michigan issuing officer of the school district, intermediate school district, public school academy or nonpublic school prior to starting work.

Additional information on [work permits](#).

Work Activities Prohibited or Restricted by Department Review under MCL 409.103

State of Michigan Department of Labor and Economic Opportunity:

A minor shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to the minor's health or personal well-being or that is contrary to standards established under this act. For a table of work activities prohibited to employees ages 14-17 go to the [Work Activities Prohibited](#) site.

Refer to Work-based Learning Coordinators at the student's educational institution for additional information (on **page 5** or through the following link: Michigan.gov) for additional information regarding laws and regulations regarding hiring minors in Michigan.

Revocation of Work Permit

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

Violations

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

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

FAQs About Internships

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

A: In planning to allocate resources for your internship program, compensation may be a consideration. An hourly wage can vary depending upon experience; typically, the hourly wage for an intern ranges from minimum wage 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. Like full-time positions, offering compensation will increase the quality of the candidate pool applying for internships and reduce the competition with other businesses.

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

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

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

A: Internships usually follow the starting and ending dates of the academic semester. They can take place during summer breaks (typically May–August), during the fall (September–December) or the spring (January–April).

An internship is generally between three to nine months and can begin in summer, fall, or spring. However, internships/volunteer experiences can be flexible with timing and duration to accommodate the employer's need and the intern's schedule.

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

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

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

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

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

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

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

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

Sample Job Descriptions

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, 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 a related technical field. Hands-on experience in a manufacturing environment is preferred.

Sample Job Descriptions

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

Jane Marshall

Phone: 616 555-6666

Email: jane@mgmtbussolutions.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 daily, 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 including:
 - Opening and routing incoming mail and preparing outgoing mail; including bulk mailings.
 - Typing memos and other correspondence.
 - Maintain office filing system.
 - Archive files and paperwork.
 - Responsible for creating, maintaining, and updating files and record keeping systems
 - Must be proficient with Microsoft Excel and Microsoft Outlook.

Description continues....

Sample Job Descriptions

Accounting Intern

Accountant Job Description:

Perform duties utilizing specific knowledge of basic and advanced accounting procedures.

Accounting responsibilities include proficiency in the following areas:

Computerized accounting – QuickBooks software applications, accounts receivable and payable, inventory management, payroll, and financial statements

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

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

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

Payroll accounting – basic payroll operations, automated payroll processes

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

Other expectations:

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

Continue.....

Sample Job Descriptions

Plastics Technician Intern

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

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

Required experience:

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

Pay: \$15 per hour

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

Confidential Information and Invention Agreements

CONFIDENTIAL INFORMATION AND INVENTION AGREEMENT

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

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

On termination of my internship, I will deliver to PC all documents or papers (including electronic storage) relative to PC's business or such trade secrets or confidential information that are in my possession or under my contract without making copies or summaries of any such material. Any inventions, proprietary information, or discoveries, whether patentable or copyrightable or not, resulting from work I do as an intern (alone or with others) of PC shall be promptly disclosed to PC and shall be its exclusive property. I assign to PC any rights I may have or acquire in such property and agree to sign and deliver at any time any instruments confirming the exclusive ownership by PC.

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

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

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

Dated:

Intern Signature:

Accepted and Agreed: Prima Civitas

By: Its: Vice President and Chief Operating Officer

Resources

Work-based learning (WBL) Coordinators

A Work-based Learning Coordinator combines and coordinates efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits to move successfully into the world of work. WBL Coordinators collaborate with Industry Partners, Career Development Centers, Career Advisors, CTE Instructors, core content instructors, post-secondary institutions, students, and administrators to facilitate internships, apprenticeships, job shadows, paid-work, volunteer service and business tours. They deliver instructional and leadership services to empower students with related academic critical thinking, workplace readiness, Career Ready Practices, and technical skills essential to pursuing career pathways. The spreadsheet at the [Link here](#) includes Work Based Learning Coordinators at High Schools and CTE programs, Career Navigators, Career and College Advisors, and Career Centers at colleges and universities throughout the Great Lakes Bay Region.

STEM Pipeline

The STEM Pipeline website contains an internship webinar, Job Shadowing Best Practices resources, Newsletter archives, and more to assist businesses in their efforts to influence young talent. The STEM Pipeline calendar of events can identify opportunities for interactions with youth throughout the Great Lakes Bay Region. The calendar provides location, dates and times of events. Anyone needing assistance with contact information regarding volunteer opportunities can contact Carol McCaul, Employer Talent Pipeline Lead, at cmccaulsps@gmail.com [STEM Pipeline link here](#) and ETP Newsletter [here](#).

Michigan Works!

Offices have Youth Services Programs, Apprenticeship programs and Business Services Representatives to assist businesses wanted to engage with youth. One program via Michigan Works! is the Jobs for Michigan Graduates (JMG) Program available in some schools. Becoming an employer partner is a win-win. You will have the opportunity to work with youth in your region, and around the state, to introduce them to opportunities within your business. In turn - you will connect with youth and help them achieve a future beyond imagination."

[Michigan Works!](#)

High School Counselors

These professionals have many responsibilities but they often know student populations very well and can connect employers with students who may need or have a strong desire for summer or after school employment. Contact the Employer Talent Pipeline for contact information (page 3).

Resources

- Michigan Works! Region 7B serves Arenac, Clare, Gladwin, Iosco, Roscommon, and Ogemaw Counties

- [Michigan Works Young Adult](#)
- [Michigan Works Employers](#)

Leanne Comer

- Business Services for Clare County
- lcomer@michworks4u.org

Jennifer Pierson

- Business Services Gladwin County
- j!pierson@michworks4u.org

Pam O'Laughlin,

- CEO and contact for all
- polaughlin@michworks4u.org

- Great Lakes Bay Michigan Works! serves Gratiot, Isabella, Midland, Bay and Saginaw Counties

- [Michigan Works Employers](#)

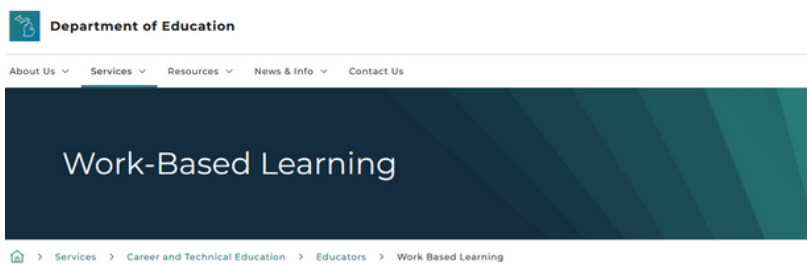
Amy Ames

- Business Services Team Leader
- amesa@michiganworks.com

Junior Achievement of North Central Michigan

Junior Achievement of North Central Michigan provides volunteers with training that is simple and relatable; programs that are engaging and fun and a classroom full of eager kids ready to learn from you! As a Junior Achievement volunteer, you will inspire kids to achieve a more fulfilling career and life by contributing your professional insights and personal experiences to the programs you teach. [North Central Michigan Website](#), Office: **989.631.0162** | Cell: **989.430.4684**

Work-Based Learning



Visit the Michigan Department of Education website for more Work-Based Learning information.

[Michigan.gov Website](#)

Work-Based Learning (WBL)

Work-Based Learning is sustained and progressively intensive interactions with employers or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and Career and Technical Education (CTE) Program standards.