



*The Central  
Massachusetts  
Manufacturing  
Experience &  
Outreach (CMMEO)*

# Internship Resource Guide for Manufacturing Employers 2017



#### The Central Massachusetts Manufacturing Experience & Outreach Partners

This resource guide was created by the Central MA Workforce Investment Board (CMWIB) with the help, support and guidance of Quinsigamond Community College, Worcester Public Schools and the Blackstone Valley Education Foundation, collectively known as the Central Massachusetts Manufacturing Experience & Outreach (CMMEO). This collaborative is focused on enhancing the knowledge and dispelling the misconceptions about today's manufacturing industry among students, high school and middle school teachers, guidance counselors and college staff as well as parents and families. For more than a decade, the CMMEO has provided college and career readiness and workplace experiences to thousands of students, teachers, guidance counselors and college staff in the City of Worcester and the Blackstone Valley. In addition, contributors to the guide are the Workforce Central Career Centers, the Worcester Regional Chamber of Commerce and local businesses. A special thank you goes to Primetals Technologies for their guidance as a local manufacturing employer partner, and acknowledges the information gathered from Internship.com and the Manufacturing Institute's Employer's Playbook for Building an Apprenticeship Program.

The goal of this guide is to help create diverse and comprehensive internship programs to help increase the number of students prepared for workplace entry within the manufacturing industry. Whether you are a long-time partner looking for additional interns to staff your organization or a company who is ready to welcome in its first intern, this guide will give you information and helpful tips to establish or continue a successful internship program.

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## **EMPLOYER'S INTERSHIP DEVELOPMENT CHECKLIST**

The Internship Resource Guide for Manufacturing Employers provides a lot of detail on establishing and operating your internship program. We thought it would be helpful to create a checklist of the needed steps to develop your program. By following the checklist, you can review each section in more detail as you read through the guide.

### **1. INTERSHIP STRUCTURE**

\_\_\_ Develop the organizational goals and tasks that will frame and guide your program. From this create a Position Profile or job description to be used for recruitment. See **Form 1: Position Profile** and **Form 2: Time Sheet** samples. Include any company policies applicable to the internship.

\_\_\_ Develop a learning framework for the intern, identifying the observations, on-the-job learning and collateral supports or knowledge to be gained from the experience of others. From the framework, develop a work plan that will spell out all the activities and their milestones the intern will complete. See **Sample Primetals Student Work Plan Activities** and visit [www.toolingu.com/](http://www.toolingu.com/) for more resources.

\_\_\_ Identify a mentor within the organization to aid, supervise and evaluate the intern. Ensure this individual is capable of overseeing and working with student interns. See page 6 for tips on managing student interns.

### **2. INTERN SELECTION**

\_\_\_ Define the knowledge, skills and abilities the candidate will need in order to obtain the position as well as those he/she will acquire during the internship. Use your Position Profile and work plan as references.

\_\_\_ Ensure your selection process is fair and balanced and work with school partners to ensure the right candidate pool.

\_\_\_ Include assessments that address technical skills in addition to evaluating interpersonal skills. See page 7 for more detail on assessment tools and the interview.

### **3. INTERN PREPARATION AND ONBOARDING**

\_\_\_ Ensure all required documents are in place such as insurance documentation, background checks, non-discrimination forms, school-related documents and an internship learning agreement. See **Form: 3 Internship Learning Agreement** sample.

\_\_\_ Prior to the start of the internship send a welcome letter to your intern. See **Form 4: Sample Welcome Letter**.

\_\_\_ Prepare a workspace for the intern complete with all the equipment, supplies and tools needed to complete the work.

### **4. INTERN EVALUATIONS**

\_\_\_ Establish evaluation tools to measure both the students work (formal) and their perception of their job and the organization (informal). See **Form 5: Intern Competency Evaluation** sample.

\_\_\_ Work with school partners to complete any required evaluations.

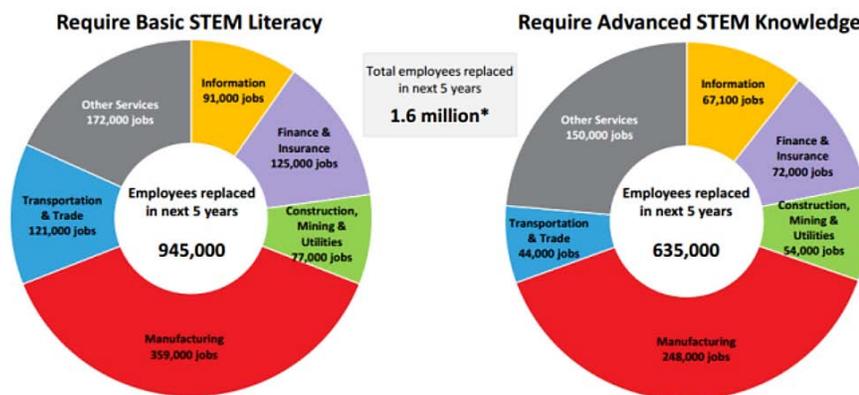
### **5. OFFBOARDING AND POST INTERSHIP**

\_\_\_ Prior to the end of the internship, meet with your intern to discuss their education and employment plans beyond the internship.

\_\_\_ Conduct an internship exit interview to measure and evaluate the success of the internship program. See **Form: 6 Intern Exit Interview** sample and pages 9 and 10 for additional post internship activities.

## Workforce Need

A Business Roundtable/Change the Equation survey of leaders of 126 major corporations found a shortage of adequately skilled workers in the U.S. is a problem faced by most companies that could compromise the country's economic competitiveness if left unaddressed. Fortifying a strong pipeline to develop skilled workers for U.S. companies, business leaders say, should begin as early as grade school. Almost 98 percent of CEOs said the skills gap threatens their businesses, according to the survey, which was conducted in the Fall of 2017. Approximately 60 percent of job openings require at least basic literacy in science, technology, engineering and math – considered STEM skills – and 42 percent require advanced STEM knowledge, the survey said. STEM careers tend to pay competitive wages, business leaders pointed out at the conference, and there's growing demand for them. Over the next five years, businesses anticipate they'll need to replace about 1 million employees who possess basic STEM knowledge and more than 600,000 who have advanced STEM skills.



Source: [www.usnews.com/news/articles/2014/12/03/ceos-say-skills-gap-is-problematic](http://www.usnews.com/news/articles/2014/12/03/ceos-say-skills-gap-is-problematic)

These statistics are daunting when you also consider the small number of high school students taking part in STEM-related education and career activities that will make up our future workforce. The U.S. Department of Education, estimates that just 1 in 6 high school seniors is proficient in math and interested in pursuing STEM higher education or careers. As our future workforce, it is imperative that high school students be exposed to STEM careers early. Internships are a valuable way to provide real-world, hands-on experience to young adults and allow employers to establish the meaningful mentoring relationships with students necessary to develop a much-needed talent pipeline.

## **Student Internships**

Internships are paid or unpaid experience with an employer at their site to complement and reinforce classroom and technical knowledge. Youth internships are intended to provide students with some experience in the field. This experience is valuable to students as a means of allowing them to experience how their studies are applied in the "real world", and as work experience that can be highly attractive to potential employers.

### **Internship Goals**

- Orient and familiarize the student with an actual work situation and deepen content knowledge through real world application
- Provide the student an opportunity to observe, experience, and analyze work which is directly related to his or her training
- Provide the student exposure to personnel, equipment, and procedures different from those experienced in the school setting
- Help the student bridge the gap between school and employment
- Bring industry, business and education closer together in sharing the responsibilities for preparing students to enter the work world and fill workforce pipelines

### **Internship Benefits**

#### For the Student

- Gaining knowledge and skills from professionals working in the field
- Creating a portfolio of on-the-job experience for résumé references and gaining an edge when applying for "experience only" positions
- Having the opportunity to acquire knowledge, and develop skills not acquirable in a school-based setting but acquirable in a work-based setting

#### For the School

- Gaining valuable feedback and knowledge from employers and industry leaders regarding any technical changes within a given field, in order to keep course of study current
- Opening and bridging the gap between the business community and educators
- Facilitating successful outcomes once students transition out of the internship to either employment, continued high school education or higher education

#### For the Employer

- Recruiting future employees in an effective and cost-effective manner
- Receiving a worker already versed in the language, procedures and technology of the trade
- Observing students in action for potential employment after graduation
- Building a positive relationship with local high schools

### **Internship Roles and Responsibilities**

Requirements for participation in an internship may vary by school. Worcester Public Schools has provided a sample list of requirements for participation in its internship program which you can use as a general guide for your program.

Student

- Each student must develop and maintain a work plan
- Each student must meet and maintain eligibility requirements
- Each student must abide by school and employer policies
- Each student must report all absences to employer and school prior to the start of the workday
- Each student must understand and be aware of labor laws, health and safety regulations, and workplace harassment policies and abide by them
- Each student must turn in time sheets on a weekly basis

#### School

- Work with student to develop a work plan
- Complete all documentation necessary to establish an internship position
- Ensure student follows all school and employer rules regarding internships
- Act as the point of contact for students, employer and parent/guardian
- Track student activity during internship and collect time sheets

#### Employer

- Provide experienced supervision and evaluate student performance
- Follow worksite safety per Occupational Safety and Health Administration (OSHA) regulations and provide orientation including safety and emergency practices (Note: students are not allowed to operate Lift Trucks, Cranes or Heavy Equipment Movers)
- For paid internships, pay wages according to law and ensure worker's compensation coverage
- Comply with labor laws and time constraints
- Notify student, teacher and school internship education coordinator of any issues or absences
- Abide by Equal Employment Opportunity laws/regulations/guidelines

Parents/Guardians should be a part of the student's internship experience as well. To ensure success, it is necessary that parents/guardians approve and support the student's placement. Work with your school partner or school internship coordinator to ensure their support and involvement.

### **Structuring the Internship**

Now that you have some background on internships, it's time to start building yours. Remember, the internship must be an extension of the classroom. This means the job must allow the student-intern to learn and apply what he or she already knows into a real-world situation. First, we encourage you to identify your organizational goals and tasks to create a profile that will guide your program.

**List Organizational Goals and Develop Tasks:** Develop a list of goals for your organization that will be the guiding principles for your internship program. Also, create a list of potential responsibilities and projects for your student intern. Be sure to pick tasks and projects that are beneficial to your business, but also provide challenging educational experiences for students. From this information you will create your internship activities and a Position Profile to be used for recruiting students. Similar to a job description, the Position Profile will have an overview of the intern's roles and responsibilities. We have provided a sample document, **Form: 1 Position Profile**. In addition to the profile, you should also include your standard company policies and include any internship specific policies as well. Include the internship time sheets to track student attendance. We have attached a template for you to use. See **Form 2: Intern Timesheet**.

**Learning Framework:** The framework of your internship needs to be designed to provide a learning experience for the student and generate work completion for the company. Based on information gathered from the Manufacturing Institutes' Employer's Playbook for Building an Apprenticeship Program, we have identified three types of learning experiences for your framework: observation, on-the-job training and collateral support.

**Observation** or job shadowing is a work-based learning experience that allows a student to spend time observing an employee's daily work activities and talk to adults on the job. The student may also be assigned a task to perform so that he/she can gain a deeper understanding of the knowledge and skills required to succeed at work and build a career. Job shadows are an integral part of the connection between school and work.

**On-the-Job (OJT) Learning** involves providing hands-on learning in real world scenarios and settings. This learning by doing gives the student intern the practical experience under close supervision until they have enough skill and knowledge to work independently or with limited supervision. You may want to create an internship work plan that will spell out in detail the tasks, goals and milestones for each activity. You will need to modify the work plan based on the job and the skill level of the intern. We encourage you to include interns in the modification process. Primetals has provided activities it assigns to interns in their work plan. See the **Sample: Primetals Student Intern Work Plan Activities**. You can also visit ToolingU at [www.toolingu.com/](http://www.toolingu.com/) for more resources. ToolingU develops competency-based online, instructor-led or blended manufacturing training.

**Collateral Support** speaks to knowledge and resources gained by student interns from the knowledge and experience of others. One of the greatest advantages to the student of having an internship is the access they have to accomplished professionals in their field. These can be employees within the same department or area the student is interning. This helps interns to develop their professional skills by allowing them to sit in on meetings and work with employees in other departments for a day. Your interns gain insight about your organization from those who work there, who are credible sources of information and share similar job interests with interns.

Finally, providing students with access to in-house training—in work skills-related areas, such as a computer language, and in general skills areas, such as time management—is a tangible way to show students you are interested in their development. You may also want to consider providing interns with information about nearby community colleges and employment resources such as Quinsigamond Community College and the Workforce Central Career Centers.

**Managing Interns:** Identify a mentor who will aid the intern throughout the internship. This should be an employee with experience in the areas of work the intern is learning about. This team member will serve as the intern's point of contact for tasks, outcomes and expectations and who will complete evaluations and oversee the work completed by the intern. Make sure the individual supervising the student intern is trained and able to work with young adults that have limited work experience. A few tips on how best to oversee a student in internships and ensure a productive learning opportunity include:

### Be Explicit About Expectations and Opportunities

- Meet interns half-way regarding expectations and opportunities for advancement—offer information and guidance on steps to take, skills to acquire, and how skills are transferable.
- Be prepared to adjust and create a safe and effective space for students with disabilities. Utilize metrics to evaluate workers and share metrics with them.
- Ensure that interns understand when, how, and by whom they are being evaluated.
- Ensure that the apprentice feels the work is meaningful to help effectively engage them.

### Create Time and Space for Conversations

- Foster an open and welcoming culture with opportunities for students to approach their managers, but also allow time for students to reflect on their experience and growth.
- Highlight real stories of veteran staff and their trajectories. This provides context for students to understand the trial and error involved in growing throughout one’s career.

### Make Space for Experimentation, Creativity, and Problem Solving

- Change the language around success and failure/mistakes; instead of a failure, it’s a learning opportunity.
- Offer space in which young people can exhibit different skills sets, feel safe taking initiative, and change their view of failure.

Finally, when structuring your internship, make sure the experience has set goals and deadlines and an accurate Position Profile or job description to prepare the intern. Ensure there are clearly outlined learning objectives that deal with the future career related to the student’s current course work. Work closely with school staff to ensure your internship program is in line with the student’s education plan. Many schools use the online Massachusetts Work-Based Learning Plan (WBLP) to structure youth employment placements, including summer jobs, internships, cooperative education placements and more. It provides a list and description of key foundation skills and career and workplace-specific skills. You can use the plan to structure your internship activities. Click the link to learn more about the WBLP: [www.skillslibrary.com/wbl.htm](http://www.skillslibrary.com/wbl.htm) or go to <http://skillspages.com/documents/masswblp.doc> for a Microsoft Word version of the plan.

### **Selecting the Right Candidates**

*“Investing to develop a robust pool of qualified talent ultimately equates to investing in business success. When companies have ready access to prospective employees who possess the specialized skills necessary to succeed in today’s manufacturing jobs, they gain the ability to cultivate a workforce that will drive enhanced productivity, reliability, safety and product quality. This represents a significant source of competitive advantage for any U.S.-based company.”*

*Gregory Freiwald, Chief Human Resources Officer and Executive Vice President  
The Dow Chemical Company*

According to the Manufacturing Institutes’ apprenticeship playbook, “Selecting the right student

candidates is critical to the overall success of the program. This is part of the process which if completed appropriately will have a direct impact on the long-term return of your internship program”. There are a few things to consider when developing your selection process:

- Define the knowledge, skills and abilities the candidate will need to possess at the start of the internship as well as those they will acquire and development during the internship represented in the intern work plan.
- Ensure that company and school staff work closely to develop the right candidate pool and ensure the best match for the student candidates.
- Manage the selection process in a structured and fact-based manner.
- Make a good first impression through your on-boarding process.

You have your own established interview process for new hires, so we encourage employers to augment those with processes geared towards students with limited work experience. Many organizations utilize standard tests in the selection process to help identify their top candidates. These instruments can focus on the candidate's knowledge, interests, aptitude and personality. A well-designed test can help you draw more objective conclusions and provide tangible results that can guide your hiring decisions. Also, your school partner may have assessments and tests developed specific for student internship programs. Work closely with them, to develop and implement the most effective process. If you choose to use a standard test outside of the school's resources, you will need to ensure the test is non-discriminating and legal. Your test should not disproportionately exclude individuals in a group based on race, color, sex, national origin, religion, disability or age. Also, tests should evaluate job-related skills or those skills specific and most important to the internship position. You should also ensure the test process is valid and reliable. Validity is the degree to which a test effectively measures what it is designed to measure, in this case what the student will need to be successful in the internship. Reliability is the degree to which a test produces consistent results over time. Remember, a solid effective test should be non-discriminating, job-related and valid/reliable. There are many testing resources out there, but we strongly suggest the ACT WorkKeys. ACT WorkKeys are a collection of proctored tests that measure the most important workplace skills affecting an individual's job performance. Unlike other assessments, WorkKeys assessments don't simply give an indication of reading and writing competency. Instead, they measure a range of hard and soft skills relevant to any occupation, at any level, across industries. For more information on ACT WorkKeys please follow the link: [www.act.org/content/act/en/products-and-services/workkeys-for-employers.html](http://www.act.org/content/act/en/products-and-services/workkeys-for-employers.html). In addition, the Workforce Central Career Centers is an official test proctor and trainer for ACT WorkKeys and can work with you to navigate and use the assessments at no charge to your business. Mikayla Tucker-Davis coordinates the career centers' ACT WorkKeys initiative and can be reached at 508-799-1600 ext. 658 for more information.

Assessments and tests are just one element. For a well-rounded selection process, place equal importance on other aspects such as technical abilities, interpersonal skills and to some extent your own intuition. Potential candidates can participate in your organization's standard interview process, but we encourage you to consider engaging the applicants on their level. Talk to the candidates about their interests and activities. Offer guidance, proactively communicate and actively select people looking to learn. Don't show favoritism -- be objective in your selection process or else the credibility of the program and the company may be at risk.

## **Preparing for and On-Boarding Your Intern**

With hard work you have assessed and identified the candidate you will have as an intern. **Preparation** prior to the arrival of interns is a great way to get your program off to a smooth start. Not only does it enable your staff to feel organized and in control, it makes interns feel welcome and appreciated. Prior to the start of the internship be sure to have all required documentation in place. Internship documents consist of:

- Internship agreement completed and signed by the student, school and employer. See sample agreement **Form 3: Internship Learning Agreement**.
- Copy of a Certificate of Liability - Worker's Compensation Insurance Policy.
- Criminal Offender Record Information (CORI) background check on any person assigned to work with the student or supervise the student.
- Sign off on a Non-Discrimination Statement and any applicable employer guidelines and policies.
- If being paid, a Promise of Employment for a Workers Permit (16 years or younger) is needed.
- Site Safety Check List from the school.
- Intern Position Profile with specific tasks related to the work to be completed by the student.
- Any additional or supplemental documents/procedures specific to your organization.

Send new hires a welcome letter and/or package before they start. See **Form 4: Sample Welcome Letter**. Do not underestimate the power of making a good first impression. Ensure the welcome letter has information such as start time/date, parking instructions and access to the building. Announce your new hire to your team and make sure to outline the on-boarding process and ensure everyone knows their part. Finally, ensure the mentor will be accountable for the success of the intern's assimilation.

Do not forget that once you have an intern, they must work somewhere. Make sure to have adequate work space for the intern. This should include all the equipment and supplies needed so that the intern may begin working on day one (e. g. building access, computer, network access, manufacturing tools/equipment, work station, uniforms, safety gear).

You've interviewed, hired, prepped and planned and now your interns have arrived. **On-Boarding** is another important part of the welcoming process for your intern. Consider the first week to be like the first day of school where the student is unsure of the environment and trying to get their bearings. They will need your help to successfully navigate those first days. Greet your interns as they arrive and introduce them to their mentor and supervisor. Take them on a tour and use this as an opportunity to introduce them to other staff across the organization. Hold an intern orientation and distribute any badges, key cards or any other necessary entry items. During the orientation outline some major goals and tasks the intern will be working on during their employment. It may be helpful to review the work plan with your new intern if he/she has not seen it already. The plan outlines the learning outcomes and goals and outlines the final evaluation tool to be used by the employer. Students are expected to make progress towards the goals outlined in this plan. The school staff will support the student in achieving these goals over the course of the internship. You may be tempted to have your intern jump right in with work, but we encourage you to allow them to shadow staff prior to giving them hands-on work. You do not want to overwhelm them on their first day. From there you can gradually increase the amount of work they do so they have an opportunity to learn.

## **Formal and Informal Evaluations**

After a few weeks, your interns have been hard at work on your organization's projects throughout their internship and now you are ready to evaluate them. Effectively evaluating interns is a great way to ensure a successful program. We have provided **Form 5: Intern Competency Evaluation** that you can use as a **formal** evaluation. Your school partner may have specific forms they require, or your organization may have evaluation methods that it uses for its new hires. Keep in mind, if you use your organization's evaluation tools make sure they are appropriate for student interns and their unique learning experience. In addition to formal evaluations you should also complete **informal** evaluations to ensure the intern's understanding of their job as well as perceptions of the organization and their performance. The intern's supervisor should meet regularly with the intern to provide feedback concerning their performance. These brief meetings will provide an opportunity to coach, counsel and reinforce positive attitudes and performance. Also, keep in mind the school may have evaluations and other procedures it will need you to take part in in order to document and track the progress of the intern which can include, site visits, separate interviews for the student and employer and work assignment reviews. Finally, generally academic credit is between students and their schools, and interns should let supervisors know what is required. Each school is different, but often it is the responsibility of the intern to present the employer with the necessary steps to fulfill the academic credit requirements and complete the necessary forms for the school.

## **Off-Boarding and Post Internship**

As you reach the end of the internship period there are a few things you should do to prepare both your organization and especially the student to **off-board** and transition them out of the internship. During the final week of the internship, the student will schedule a meeting with their employer to participate in a final evaluation. The employer will use the evaluation tool identified in the internship work plan (either the organization's instrument or the generic tool developed for this guide). The intern will be evaluated on the goals outlined in the internship work plan along with other essential elements identified by the employer. You can also use this time to speak with your intern about their plans following the completion of the internship especially if the internship does not lead to employment with your organization. Although the internship is ending you can still maintain a mentor relationship with your intern and discuss areas needing growth and development and what steps should take place next to further their academic and professional careers.

A **post-internship** exit interview is a valuable tool for both the student and the employer. The interview differs from the competency evaluation in that it seeks to assess the student's experience during the internship and their thoughts and opinions about your organization. The information gathered from the evaluation can be used to measure the effectiveness of your internship program and identify areas of improvement. Please see **Form 6: Intern Exit Interview** for a sample. Also, having the student fill out an exit survey and bring it to the interview provides some structure to the conversation. Other forms of post internship activity can be an intern presentation about their experience. Students work very hard at completing their work and are generally proud of their accomplishments. Setting up a venue for them to do a presentation (or, if there are multiple interns, consider having them set up a table-top expo-like display to share with their experience with staff walking among the various displays). Other potential off-boarding strategies include keeping interns on as part-time employees after they go back to school or having them come back and work over school breaks. These are excellent ways to keep communication open and build a stronger bond with your potential workforce.

**Celebrating Your Intern**

Completing an internship is a great accomplishment for a student that deserves recognition. It is the culmination of efforts made by many people including the student, the company and intern supervisor, school staff and parents/guardians. Plan to celebrate their achievement both internally within your company as well as externally with external stakeholders, including the local community. Publish updates in network communications, publications, newsletters, e-mail communications, electronic bulletins and social media. If a certain intern has done an outstanding job, consider writing a letter of recommendation.

## **FREQUENTLY ASKED QUESTIONS**

### **A student's transportation fell through, is that an acceptable reason for them to fail to report for their internship?**

Unfortunately, reliable transportation is the responsibility of the student and it would not be an acceptable reason to miss work. Students should call their employer in the event that they must miss work for any reason. Students should follow-up this phone call with an email to their supervisor and school internship coordinator to inform them of their absence. If transportation becomes a frequent issue it could be grounds for termination.

### **Can an intern receive community service hours for their internship experience?**

No, interns are receiving high school credit for their experience and for this reason they are not generally awarded community service hours.

### **Can interns begin working prior to the start date?**

No, students must begin on or after the start date. This will ensure that all student schedules have been finalized and the students have received the required introductory information prior to beginning work.

### **Can students work after the completion date provided by the district?**

Student hours must be completed prior to the deadline provided by the district to ensure that grades are calculated and submitted in time to meet graduation deadlines and other grading requirements. If an employer wishes to extend the internship beyond the internship period, this decision would be at the employer's will as paid employee and outside the scope of an internship arrangement.

### **The intern is not meeting the expectations outlined in the internship work plan, what should I do?**

In the event that you are unsatisfied with the performance of your intern, please contact your school contact who can assist you in addressing your concerns about the intern's performance. The employer reserves the right to terminate the intern at their discretion at any time.

### **A parent called and is unhappy about a student's work schedule. Do I have to deal with parents directly?**

Interns should be treated as your other employees would. For this reason, you should feel free to refer parent questions or concerns to your school contact.

### **What if I want to keep my intern?**

We understand that accepting interns is a big investment of your time. In the event you wish to retain your intern you may seek to hire your intern as a paid employee outside the scope of an internship arrangement.

### **Where can I get information regarding Massachusetts labor laws?**

The Massachusetts Attorney General's Office provides resources to employers regarding youth employment at: [www.mass.gov/working-under-18](http://www.mass.gov/working-under-18) and through its Workplace Rights Publication: [www.mass.gov/lists/workplace-rights-publications](http://www.mass.gov/lists/workplace-rights-publications).

## Work Center Training Objectives



1. Gauge Training
  - a. Gauge Selection (Proper selection of Gauge based on Feature and Tolerance)
  - b. Gauge Care (How to Properly Handle and Store)
  - c. Gauge Calibration Verification (How to Verify the gauge is still Calibrated correctly)
  - d. Gauge Usage (Proper way to Hold and Use the different Gauges)
2. Inspection
  - a. Operation of a CMM
  - b. Hand Gauge Practical Application and Daily Practicing
  - c. Imbedding of Quality Expectations and Standards
3. Parts Preparation
  - a. Deburring parts
  - b. Secondary Assembly (In-process assembly practices)
    - i. Type of fits for Dowel Pins (Press, Slip, Transition)
    - ii. Lubrication for Threaded Holes (Anti Seize, Loctite)
  - c. Preparing Parts for Storage or Shipment to Customers

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## Work Center Training Objectives



4. Tool Room (environment)
  - a. Milling safety – examples = moving parts, chips, climb milling, conventional milling
    - How to square up a vice (milling)
    - How to tram in a Bridgeport head (milling)
    - How to use an edge finder (milling)
    - Proper way to square up a block (milling)
    - Set zero points -half the edgefinder/touch off with an endmill (milling)
  - b. Lathe safety – examples = spinning chuck no loose clothing always remove chuck key.
    - Setting tool height (lathe), setting the tool cutting edge on center
    - Setting tool angle- turning, facing (lathe)
    - How to break edges with file safely - example= hold in left hand, use file handle (lathe)
    - Have a basic understanding what single point threading involves (lathe)
  - c. Safe use of Hand tools
  - d. Drilling/tapping/die
  - e. Deburring of parts
  - f. Proper Parts Marking
  - g. Metric to Inch conversion
  - h. Shop and Work Center cleanup

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## Work Center Training Objectives



5. Part Lay Out
  - a. Learn how to establish starting points datum's on materials, to balance stock so surfaces will clean and non-machine features are correctly located.
  - b. Become more familiar with Part prints
6. Manual Machines
  - a. Manual Production Machining
7. Shop Floor Programming
  - a. Conversational Programming and Production Machining
8. CNC Machine Tool Pre-setting
  - a. Become more familiar with the tooling used and available.
  - b. Learn what programmers and operators are comfortable using and what works.
  - c. Learn what information the internal customer (Machinists) needs to do their job.
9. CNC Machine Controls
  - a. Programming and Operation Controls training specific to your environment
    - a. Hass
    - b. GE Fanuc
    - c. Mazak Mazatrol
    - d. Sinumerik Siemens
    - e. Heidenhain
    - f. Hurco
    - g. Fagor

page 3

**Position Profile**

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**Position title/department:** \_\_\_\_\_

**Supervisor name:** \_\_\_\_\_ **Supervisor title:** \_\_\_\_\_

**Intern start date:** \_\_\_\_\_ **End date:** \_\_\_\_\_

**Compensation (if applicable):** \_\_\_\_\_

**Additional perks/benefits (if applicable):** \_\_\_\_\_

**Requirements:** \_\_\_\_\_

**Is academic credit being received? (circle one) Yes No**

**If so, name of school:** \_\_\_\_\_ **Name of faculty sponsor:** \_\_\_\_\_

**Faculty sponsor phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Required number of hours per week:** \_\_\_\_\_

**Days/times (if set):** \_\_\_\_\_

**General scope of responsibility:** \_\_\_\_\_

\_\_\_\_\_

**Other position-specific information:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Intern Timesheet**

---

**Intern name:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

**Week ending (Sunday):** Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

**Daily time log**

\*Log hours to nearest quarter hour (Ex: 7.25, 6.75, 0.5, etc.)

**Mon.:** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Tue.** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Wed.:** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Thurs.:** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Fri.:** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Sat.:** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Sun.:** Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Lunch in: \_\_\_\_\_ Lunch out: \_\_\_\_\_ Daily total hours: \_\_\_\_\_

**Total weekly hours**

\*Log each separately

**Total weekly regular hours:** \_\_\_\_\_

+

**Total weekly overtime hours:** \_\_\_\_\_

+

**Total weekly double-time hours:** \_\_\_\_\_

**Intern signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Form 3: Internship Learning Agreement

INTERNSHIP LEARNING AGREEMENT

Student Name: \_\_\_\_\_ Course/Internship No: \_\_\_\_\_ Internship Start and End Date: \_\_\_\_\_  
 Place of Employment: \_\_\_\_\_

<u>OBJECTIVE</u>	<u>ACTIVITY</u>	<u>EVALUATION</u>
<ul style="list-style-type: none"> <li>Identify what you will learn: Academic knowledge, workplace competencies, and new skills.</li> </ul>	<ul style="list-style-type: none"> <li>How will you learn it? Activities you undertake to reach your goals.</li> </ul>	<ul style="list-style-type: none"> <li>How will the outcome be documented?</li> </ul>
1. _____ _____ _____	1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____	5. _____ _____ _____

**Signatures:**

Student: \_\_\_\_\_  
 Employer: \_\_\_\_\_  
 Internship Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

### Sample Welcome Letter

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INTERN COORDINATOR NAME \_\_\_\_\_

TITLE \_\_\_\_\_

COMPANY NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE, ZIP \_\_\_\_\_

Dear \_\_\_\_\_

Welcome aboard! On \_\_\_\_\_ you will be beginning the \_\_\_\_\_ internship program.

The main purpose of this letter is to confirm the details of your internship position. The second objective is to give you an idea of what to expect as you begin your training, as well as make sure that you arrive feeling prepared for your first day.

#### Position Confirmation

To confirm, the details of your internship placement are as follows:

**Position title** \_\_\_\_\_

**Start date** \_\_\_\_\_

**End date** \_\_\_\_\_

**Compensation and benefit plan** \_\_\_\_\_

**Location** \_\_\_\_\_

**Parking** \_\_\_\_\_

**Weekly hours** \_\_\_\_\_

**Supervisor** \_\_\_\_\_

**Supervisor contact information** \_\_\_\_\_ . Feel free to contact your supervisor prior to your start date if you have any questions or concerns.

**Intern Competency Evaluation**

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**How to Use This Form:**

- Assess the level at which the intern performed each competency.
- Write in the appropriate assessment in the blank to the right of each category.
- Calibrate the determine Overall Competency Assessment

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**1. Work Quality**—Plans ahead to complete work thoroughly and accurately, understands requirements, sees assignments through to completion, and meets all deadlines and expectations. Displays positive attitude.

\_\_\_\_\_

---

**2. Productivity**—Produces a reasonable amount of work in the time allotted. Completes activities in an organized, timely, and efficient manner.

\_\_\_\_\_

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**3. Self-Development**—Presents a professional image and reaches out to co-workers. Seeks training, instructions, and feedback. Takes initiative and ownership of own development. Is inquisitive and seeks answers.

\_\_\_\_\_

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**4. Effort/Initiative**—Seeks out new assignments and duties; wants to learn more about the job and business. Builds credibility by helping others and pitching in where needed. Suggests and implements solutions.

\_\_\_\_\_

---

**5. Effective Communication**—Effectively gives and receives information, ideas, and opinions verbally and in writing. Keeps supervisor and co-workers updated on progress. Uses common courtesies and reaches out to help others.

\_\_\_\_\_

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**6. Job Knowledge**—Understands job duties and responsibilities. Seeks instructions and advice from key colleagues. Sets goals and is organized. Wants to learn new things and asks questions to clarify information.

\_\_\_\_\_

---

**7. Teamwork/Cooperation**—Willingness and ability to work and cooperate with others. Solicits the advice and opinions of others and is open-minded. Seeks to collaborate with the team on solutions.

\_\_\_\_\_

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**8. Problem Solving**—Resolves problems effectively by considering appropriate options before making a decision. Looks for and considers alternative solutions. Open to new ideas and pro-active in finding ways to avoid problems.

\_\_\_\_\_

---

**Overall Competency Assessment:**

\_\_\_\_\_

### Intern Exit Interview

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1. Overall, how would you rate your experience at \_\_\_\_\_ on a scale of 1-10, with 1 being “completely useless” and 10 being “a valuable and comprehensive learning experience that exceeded my expectations”? \_\_\_\_\_

2. How would you rate your supervisor on a scale of 1-10 in relation to the following dimensions?

- Degree of industry knowledge \_\_\_\_\_
- Willingness to train and share knowledge \_\_\_\_\_
- Organization (i.e. remembering and being on time for meetings and evaluations) \_\_\_\_\_
- Ability to clearly communicate directions and suggestions for improvement \_\_\_\_\_
- Commitment to internship program \_\_\_\_\_
- Made him/herself available to offer guidance \_\_\_\_\_
- Ability to offer meaningful feedback and constructive criticism \_\_\_\_\_
- If given a choice, would you choose this supervisor again    YES    NO    MAYBE

3. What was the most valuable aspect of your internship?

4. What was the least valuable aspect of your internship?

5. What was the most challenging aspect of your internship?

6. In what area, or areas, do you think \_\_\_\_\_ could improve its internship program?  
What is/are your suggestion(s) for making these improvements?

7. What, if anything, do you wish you had learned (or been exposed to) during your internship that you did not or were not?

8. If you could go back in time, knowing what you know now, would you participate in an internship with \_\_\_\_\_?

9. Were there any specific individuals who either significantly added to, or detracted from, your experience? If so, who and why? (Remember, your name will be kept anonymous.)

## **CMMEO PARTNER CONTACTS**



Quinsigamond Community College is the gateway to advanced educational and employment opportunities in Central Massachusetts. QCC is a public, student centered institution of higher learning, providing accessible, affordable, and high quality educational and training programs and services that are relevant and responsive to diverse regional and student needs. In addition, the college works directly with K-12 school systems in a variety of collaborations and partnerships. Contact:

**Adrienne Linnell, Program Administrator, STEM Initiatives**  
**670 West Boylston Street**  
**Worcester, MA 01606-2092**  
**Phone: 508-854-2782**  
**Email: [alinnell@qcc.mass.edu](mailto:alinnell@qcc.mass.edu)**

The Central Massachusetts Workforce Investment Board (CMWIB) is a public/private partnership, serving needs of both employers and employees. The board collaboratively develops and implements strategies for job readiness and skills advancement, leveraging community resources that promote economic wellness within the region's 38 cities and towns. The CMWIB collaborates with eligible providers to coordinate its youth programs that provide college and career readiness and work readiness skills and work experience programs to the youth in the 38 community region. Contact:



**Ethan Brown, Resource Development Coordinator**  
**340 Main Street Suite 400**  
**Worcester, MA 01608**  
**Phone: 508-373-7612**  
**Email: [brownea@worchesterma.gov](mailto:brownea@worchesterma.gov)**



The Worcester Public Schools provides learners with a quality education in a safe and healthy environment. WPS believe that all students can achieve at high levels as they prepare to become productive citizens in our changing technological world. The district is committed to supporting students, parents, educators, and citizens in their pursuit of learning. Contact:

**Stephanie Stockwell, Interim Vice Principal, North High School**  
**140 Harrington Way**  
**Worcester, MA 01604**  
**Phone: 508-799-3370**  
**Email: [stockwell@worc.k12.ma.us](mailto:stockwell@worc.k12.ma.us)**

The Blackstone Valley Education Foundation (BVEF) oversees work and learning activities, including school-to-career programs, grant making, and workforce development support within the Blackstone Valley. Its focus is to develop meaningful school-business partnerships that prepare students to be skilled, qualified employees in a vibrant, engaging community. Contact:



**Paul Lynskey, Executive Director**  
**670 Linwood Avenue Suite 5**  
**Whitinsville, MA 01588**  
**Phone: 508-234-9090 ext. 104**  
**Email: [plynskey@BVEducationfoundation.org](mailto:plynskey@BVEducationfoundation.org), [plynskey78@hotmail.com](mailto:plynskey78@hotmail.com)**