



Sacramento Employment and Training Agency,
Youth Employment and Training Program

Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship



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Foreword

Workforce readiness skills for today's entry-level workers mean more than just having basic academic skills. To remain competitive, employees must be able to demonstrate 21st century workplace skills. These include skills related to professionalism, communication, teamwork, innovation and critical thinking. The Sacramento Employment and Training Agency (SETA - Sacramento Works for Youth) prepares entry-level workers by funding year-round and summer youth employment. SETA - Sacramento Works for Youth is delivered via one-stop centers in

collaboration with community-based organizations and school districts. SETA - Sacramento Works for Youth offers: summer youth employment, pre-employment skills/academic enrichment, internships, work experience, community service and service learning. SETA - Sacramento Works for Youth youth employment programs are more than job placement programs. SETA - Sacramento Works for Youth incorporates youth development principles to help young people make a successful transition to adulthood and economic independence.

“To remain competitive, employees must be able to demonstrate 21st century workplace skills... professionalism, communication, teamwork, innovation and critical thinking.”

Introduction

About This Guide

SETA - Sacramento Works for Youth is offering this guide to help employers understand the basic principles of youth development. As you read the guide's content, think about how your work environment currently, or potentially, engages young people as resources. We understand that each organization has unique capacities and challenges to consider when developing internship experiences. Take time to identify what is most easily adaptable to your work setting and begin incorporating youth development principles where you can.

How to Use this Guide

This guide is divided into twelve sections. The first six sections provide general information about internships, youth development principles, working with teenagers, and

workplace mentoring. Sections seven and eight explain how to design and structure elements for a high quality internship experience. Sections nine through eleven discuss things to consider when the internship is finished. Section twelve provides seventeen “Tips and Tools” to help you implement a successful program; corresponding “Tips and Tools” are listed and referred to in each section, as well. Tips and Tools #17 provides a list of useful websites to answer questions you might have about internships and related topics. Take what is useful in this guide and put it to work for you. And finally, SETA - Sacramento Works for Youth thanks you for investing your time and energy in today's young workers.

Section 1: The Business Case for an Internship Program

Given the proper resources and support, young people can be powerful allies to companies seeking new ways of thinking and doing business. If your business is not directly involved with youth issues, or young people, you may at first be hesitant to include youth in your work. Although young people lack certain work and life experiences, they have valuable skills and insights that adults do not have. A well-designed internship program can benefit your company and help a young person develop the 21st century skills they need for work and life.

Internships offer Opportunities for Employers to:

- Expand capacity and complete special projects.
- Tap into new ideas, innovation and enthusiasm.
- Generate good public relations.
- Pre-screen potential employees.
- Diversify your workforce.
- Lead as an example to other businesses.

Section 2: Internship Defined

The National Society for Experiential Education defines an internship as “a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.” The key phrases in this definition are “carefully monitored,” “intentional learning goals,” and “reflects actively.”

Internships may be coordinated in partnership with an employment agency, industry associations, or educational programs. These

experiences can be paid or unpaid, reflect a wide range of hours per week, and may last from one week to one year. The way an internship is structured really depends upon partnership agreements, program goals and existing capacities to support youth interns.

SETA – Sacramento Works for Youth uses the term “trainee” to be synonymous with “intern,” specifically as referenced on work site agreements with the employer.



Section 3: How an Internship Differs from a Job

In a typical entry-level job, an employee receives training to perform the tasks necessary for the position, and then the employee is expected to carry out the duties as assigned, preferably with little supervision. In an internship, however, the intern and supervisor work together to establish “intentional learning goals” that support the intern’s development and career interests. This means that an intern will often have more questions than a typical employee before, during, and after the internship. The supervisor typically plays the role of mentor and coach whose goal is to

develop the career interest of the youth. With a SETA – Sacramento Works for Youth intern, a case manager is available to work in partnership with the employer to support the youth in being successful.

Whether a company develops computer systems or provides catering services, it is essential that the intern learns how work relates to his or her life and interests, and to the work of others. Internships can also teach valuable lessons about how different careers affect the community, the economy, and the environment.

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Employers can play a critical role in helping a youth develop skills and create relationships he or she may not experience at school or at home. A well-designed internship can have an incredibly positive impact on a young person’s life. More than 50 years of youth development research has identified the “building blocks” or conditions—called “supports and opportunities”—that contribute to youth being able to develop into self-sufficient, caring, and contributing adults.

These Youth Development Supports and Opportunities are:

Emotional and Physical Safety—meeting youths’ basic needs as well as building trust and respect;

Caring Relationships—formed with at least one adult in each youth’s life, the existence of positive relationships with peers;

Youth Participation—includes opportunities for youth to have a voice, multiple choices, leadership, and a role.

Community Involvement—opportunities for the youth to connect and impact their community in positive ways;

Engaging Skill Building—activities to strengthen interests and build new capacities.

The following overview provides some ideas to help you implement youth development practices in the workplace. You can also use Tips and Tools #1: Indicators of Youth Development Features in the Internship Setting, to assess and evaluate your progress over time.

Emotional and Physical Safety

Young people are often unaware of proper workplace behaviors, boundaries, and expectations that are not made explicit. When introducing young people to the workplace, it is vital to set a warm tone while clearly defining roles, setting expectations, and establishing boundaries. A brief orientation can set the conditions for a safe and positive experience for the intern.

Section 4: Youth Development Principles, cont'd.

Quick Tips

- Orient the intern to the workplace and introduce him or her to coworkers.
- Have employees address the intern by name.
- Provide reliable equipment and demonstrate how to use it safely.
- Know and uphold child safety laws and sexual/racial harassment policies.
- Identify space for the intern to work that is his or her own.
- Explain to the intern your expectations about breaks, lunch, appropriate behavior, etc.

Relationship Building

As an employer working with an intern, you have a great opportunity to model appropriate boundaries and respectful communication, as well as demonstrate a sense of enjoyment for work. The intern will take cues from you and others in the workplace as to what is, or is not, acceptable. Internships are most successful when employers leverage their unique expertise with workplace guidance that supports young peoples' development. Building a positive working relationship with the intern will increase productivity from the start. The intern should have at least one caring adult, the supervisor/workplace mentor, who meets with him or her on a regular basis to address questions and concerns. Also remember to work with agency partners, such as the intern's case manager. These people can provide valuable support and guidance to you and the intern.

Quick Tips

- Model respectful communication and appropriate boundaries at all times.
- Create opportunities for the intern to observe/learn professional behavior.
- Be sensitive to the individual realities of interns including youth of color; youth with disabilities; those who speak English as a second language; and teen parents.

Youth Participation and Voice

Take time to listen to the intern. Ask questions about his or her interests, and set expectations for the internship together. Share something about yourself, like how you got into your career, or previous jobs that you have held. Identify projects that might fit well with the intern's interests. Young people thrive when they get a sense of the "big picture" and have input about their work. They really like to be productive, not simply to observe the workplace or do menial tasks.

Quick Tips

- Learn about the intern's interests and expectations for the internship.
- Develop a work plan with the intern to guide the experience.
- List tasks that will be expected and define what skills the intern will learn from those tasks.
- Get regular feedback from the intern about his or her internship experience.



Section 4: Youth Development Principles, cont'd.

Skill-Building

Discuss how 21st century skills are relevant to your profession. These skills include: problem solving; self-direction; oral and written communication; teamwork and diversity; research and technology; creativity; leadership; work ethics and social responsibility. Then, select tasks that allow the intern to develop some of these skills. Use a stair-step approach to guide the intern into increasingly more difficult tasks and responsibilities. Ask him or her to complete the 21st Century Skills Intern Self-Assessment (Tips and Tools #2) at the beginning and end of the internship to help reflect upon areas of growth. SETA – Sacramento Works for Youth encourages employers to coordinate with the case manager to determine how to best support the intern's skill development.

Quick Tips

- Discuss 21st century skills important to your career field.
- Design assignments incrementally to build skills, interests, and confidence.
- Provide a variety of activities and scaffold them so the intern can take on more challenging tasks as the internship progresses.

- Incorporate self-assessment and constructive feedback on a regular basis.
- If the intern's performance diminishes over time check-in to see if the intern is bored or not sure how to do the work.

Community Involvement

Your company could be the source of inspiration that ignites a young person's passion and life-long involvement in civic activities. Consider how your organization contributes economically and socially to the local and global communities. Allow the intern to learn about what your company values through committee work, discussions with staff, and if available, company sponsored community service projects.

Quick Tips

- Provide brochures and other materials that explain your company's values.
- Discuss how your company contributes economically and socially to the local and global communities.
- Involve the intern in an employer-driven community service project.

Section 5: Working with Teens

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It’s fair to say that you may need to take some extra time to learn about the teen(s) with whom you will be working. Youth want to be appreciated and respected as individuals, first. It also helps to know a little about their background and culture, as well as what you can expect from teenagers

developmentally. Since the “judgment center” of an adolescent brain is still forming, setting good workplace boundaries is essential to preventing misunderstandings. The following chart offers some workplace strategies to help you work successfully with youth:

Adolescent Characteristic	Workplace Strategy
Interested in sense of independence	<ul style="list-style-type: none"> • Make the intern accountable for his or her work.
Up-front about what he or she wants	<ul style="list-style-type: none"> • Involve the intern in project development. • Ask the intern about his or her interests.
Appreciates fairness and truth	<ul style="list-style-type: none"> • Be frank, honest, and nonjudgmental.
Wants to do well but does not know how	<ul style="list-style-type: none"> • Be friendly and clear. • Discuss project activities, and/or company expectations (e.g., objectives, agendas, dress code).
Prefers involvement in multiple activities	<ul style="list-style-type: none"> • Involve the intern in a variety of tasks.
Underdeveloped time management skills	<ul style="list-style-type: none"> • Assign due dates; review timelines. • Model and explain time management skills. • Have the intern keep a project journal or time sheets.
Lacks self-direction	<ul style="list-style-type: none"> • Check in with the intern to ensure he or she is clear on what is expected. Help set goals; the case manager may be able to help.
Knows everything; influenced by peers	<ul style="list-style-type: none"> • Elicit and respect the intern’s ideas. • Provide alternative suggestions and share reasoning.
Learns in short intervals	<ul style="list-style-type: none"> • Give new information in small steps. • Provide opportunities for the intern to practice and reinforce what he or she is learning.
Has already had jobs	<ul style="list-style-type: none"> • Explore skills the intern already has and look for ways to enhance and build on them.

Matrix adapted from *Northwest National Leadership Training: Successful Strategies for Employers* by the Mid-Willamette Education Consortium.

Section 5: Working with Teens, cont'd.

Handling Difficult Situations

Since the young people with whom you will be working don't have a great deal of life experience, some of them may need extra coaching about appropriate workplace behaviors. For instance, what if an intern curses, deals poorly with conflict, or is disrespectful to fellow employees? Or maybe he/she dresses inappropriately, or smokes on the premises? If an intern displays any of these behaviors, of course you must intervene.

Interventions are a great way to not only explain to the youth what is inappropriate about the behavior, but to also help him/her develop new, productive life skills. First ask yourself, "has the intern been given clear expectations and workplace rules about this behavior?" If so, take the intern aside and respectfully explain your concerns. Review company policies and their importance. Discuss that what is appropriate with friends or family may not be at the work setting, and vice versa. Explain that sometimes differences between settings are insignificant; other times, they may cause serious misunderstandings.

Assess whether the inappropriate behavior is "situational." Was the intern aware of the expectations of the workplace? Consider the

intern's interpretation of the situation. Ask the intern what prompted the behavior, and discuss and agree upon alternatives. Let the intern know that you will be monitoring the behavior and discuss what actions will take place if further interventions are necessary. Take time to document any concerns you have and share these with the intern's case manager. And remember to give positive feedback and encouragement as the intern uses the new workplace behaviors.

Selecting the Right Youth Intern for Your Business

Selecting an intern will depend upon agreements that you make with partnering agencies. In the case of workforce training and development programs, such as SETA - Sacramento Works for Youth, interns are referred to organizations based upon their identified career interests and aptitudes. It is important to discuss how interns will be screened and selected with your partners. Determine what you need from an intern, as well as how you can accommodate the intern's needs. Interviewing interns referred to your organization increases the likelihood of a successful match and allows you time to determine what employee may be an appropriate supervisor/workplace mentor for the intern.



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While many models for mentoring exist, there are essentially two approaches. The one used by SETA – Sacramento Works for Youth is called “instrumental.” The goal in this approach is to foster learning and competent workplace behaviors. Instrumental mentoring might include advising the intern about appropriate work attire, teaching phone etiquette, and helping the intern understand the demands of the workplace. Most programs with an instrumental focus identify workplace readiness or, more broadly, career development as the primary goal. The second broad approach to mentoring may be referred to as “developmental.” Programs like Big Brothers Big Sisters of America that help build self-esteem and personal efficacy by pairing a young person with a caring adult fall into this latter category.

“Instrumental mentoring might include advising the intern about appropriate work attire, teaching phone etiquette, and helping the intern understand the demands of the workplace.”

Flexibility is an essential quality for supervisor/workplace mentors to model as they navigate the dual roles of mentoring and supervising. The challenge is to remain clearly and consistently “the boss” while fostering the mentoring aspects of the relationship. Supervisor/workplace mentors need all the usual skills necessary to effectively supervise.

Orientation of Supervisors/Mentors

Tips and Tools #7: Supervisor/Workplace Mentor Orientation—Sample Agenda . . . 26

Orientation and training provides an opportunity for the supervisor/workplace mentor to clarify roles and responsibilities for creating a safe and high quality experience for the intern. If multiple partners are working on developing the internship program, discuss what aspects of the training each can provide. The orientation needs to cover required policies and procedures related to workplace safety; confidentiality; equity; and sexual harassment. Participants should receive tips for creating a “youth-friendly” workplace, how to work with teenagers from diverse cultural backgrounds, and characteristics of adolescent development. The training should also emphasize the importance of setting good boundaries and how to keep the intern on track using a work plan.

Section 7: Designing an Internship Program

Tips and Tools #8: Designing an Internship Program—Questions to Get You Started 27

Incorporating youth interns into the workplace requires some planning in advance. The following questions will help you develop a plan to fit both your organization’s needs and the intern’s:

- How many interns should you take? How many can you support?
- Do you want an intern for a specific project or general support?
- Will the intern work in one area or rotate through departments?
- How will you keep the intern busy and engaged in meaningful work?
- How will you ensure all youth feel welcomed regardless of age, gender, sexual orientation or socio-economic status?
- What will an intern orientation look like?
- What training will you provide the intern to develop soft skills?
- How will the intern’s interests be incorporated into assignments?
- How will the intern be recognized for their work?
- Who will have the primary responsibility for the intern?
- What kind of progressive intervention, or discipline will you have if there are concerns or issues? Who on staff will be the lead in this coaching/oversight?
- How will you train staff who will be working with the intern? Does the training prepare the staff to know who to turn to if the intern has issues that are beyond the workplace setting?



Section 8: Elements of a Structured Internship Program

A well organized internship sets the conditions for a safe, productive, and positive experience for the intern and the supervisor/workplace mentor. The program elements should include:

- An Intern Job Description
- A Compensation Plan
- An Intern Orientation Session
- Scheduled Supervisor/Workplace Mentor-Intern Meetings (highly important)
- Evaluation
- Recognition

Tips and Tools #9:
 Sample Job Description 29

A job description will help you structure the experience for the intern and identify specific projects that you want completed. Take time to identify the essential skills and duties that will be required of the intern. Think about the personal attributes or experiences you would like the intern to possess. A good job description will help the supervisor/workplace mentor develop a work plan with the intern, at a later date.

Compensation

Everyone likes to be recognized and appreciated for a job well done. Compensation issues may vary depending upon the goals of program and the involvement of partners. If an organization is working with a workforce investment effort such as SETA – Sacramento Works for Youth, compensation is established to comply with federal regulations. It is very important that all partners discuss compensation early on in the process. If your company chooses not to pay interns, it is important to check the U.S. Department of Labor’s guidelines and requirements regarding non-

paid interns and consult with your organization’s legal counsel. Formal benefits are not generally provided to interns.

Intern Orientation

Tips and Tools #10: Intern Orientation—Sample Agenda 30

Tips and Tools #11: Intern Orientation—Checklist 30

Tips and Tools #12: Sample Table of Contents for an Intern Handbook31

A couple of hours of training will go a long way in creating a positive experience for the intern and employers. If you are taking more than one intern, provide an orientation session on the first day with as many new interns as possible (Tips and Tools #10). Once again, if you are working with agency partners, discuss what aspects of the training they can provide. Think of the orientation as your opportunity to give the intern the “big picture” of your business and guidance as to how they can successfully fit into the culture. You want the intern to get to know what your company is about and how it operates.

A good orientation will set a welcoming tone while clearly establishing roles, responsibilities and expectations (Tips and Tools #11). You will want to clearly address workplace rules such as dress, phone usage, text messaging, as well as workplace policies and procedure. It is equally important to allow time for the intern to discuss his or her expectations. You will also want to share how the supervision/mentoring process is going to work, and introduce the intern to his or her supervisor/workplace mentor, if possible.

Section 8: Elements of a Structured Internship Program, cont'd.

Even though the intern attends an orientation session, youth will have questions throughout the work experience. An Intern Handbook (Tips and Tools #12), or a simple hand-out, is a good way to provide the intern with answers to frequently asked questions.

Supervisor/Workplace Mentor-Intern Meetings

Tips and Tools #13: Intern Expectations and Interest Form 31

Tips and Tools #14: Intern Work Plan Worksheet 32

Tips and Tools #15: Mid and End-of-Term Intern Performance Review 33

It is important that the supervisor/workplace mentor and intern have regularly scheduled meetings. If the supervisor is not available, a back-up person should be identified. Meetings don't have to be long, but they should address any questions or concerns about the work and the intern's experience. The initial meeting should set a clear direction for the internship. Use the Intern Expectations and Interests Form (Tips and Tools #13) as a tool to get to know the intern. The intern work plan (Tips and Tools #14) will help you match the intern's interests and skills with work assignments. Further meetings should refer back to the work plan to determine progress and new tasks. Remember the intern needs to know that you are there to provide guidance throughout the entire internship. So, it is a good idea to check-in with the intern between meetings, since most interns work faster than you think.

Acknowledging the Intern

Some organizations have the intern do a brief presentation, or a written report about the projects he or she has worked on during the internship. Capstone activities, such as these,

will help the youth integrate what he or she has learned from their time at your company. By the end of the internship, you have most likely put significant effort into creating a safe and welcoming place for the intern to work and learn. It is now time to think about the message that you want to send to the intern as they complete the experience. Public acknowledgement of the intern's accomplishments is appropriate. A certificate or another token of appreciation can also be a meaningful reminder, as the intern transitions to a new experience.

Evaluating the Internship

Tip and Tools #15: Mid and End-of-term Intern Performance Review 33

Tips and Tools #16: Intern Evaluation of the Internship 34

Evaluation will help you improve your program by finding out what works and what doesn't.

Creating mid and end-of-term opportunities for the intern to reflect upon the internship is critical to his or her development. A midterm and end-of-term performance review (Tips and Tools #15) will also provide you the chance to offer constructive feedback to the intern. The intern should complete an evaluation of the program (Tips and Tools #16) after the internship is completed. The final evaluation will help you gain feedback about the overall quality of the experience from the intern's perspective.

Section 9: Considerations after the Internship

If you determine that an intern is a great match for your company why not consider hiring him or her as an employee? If the intern is in school, invite him or her to do work intermittently, or on a particular project, as scheduling permits. If hiring the youth is not a possibility, simply

expressing your desire for the intern to “keep in touch” will send the important message that you care. You may also consider other professional contacts that you know who could continue to support the youth in his or her personal and professional growth.

Section 10: Closing Remarks

You now have some basic tools to help you build a star program within your company. Even if you are starting with one intern and you are a small business, intention is everything. Both you and your intern will greatly benefit by taking small, meaningful, and consistent steps towards creating a developmentally rich internship experience. Now more than ever, we need companies willing to demonstrate professionalism, communication,

teamwork, innovation, and critical thinking skills. As employers make the effort to provide workplace mentoring, larger numbers of young workers will be prepared for the workplace and self-sufficiency. Thank you for investing in the future workforce and the life of a young person. You might be surprised at how rewarding an experience it can be.



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TIPS AND TOOLS

TIPS AND TOOLS #1

Indicators of Youth Development Features in the Internship Setting

This table is adapted from *Youth Internship Network Mentoring Guide*. The following indicators will help you determine your progress in applying youth development principles to your work setting and internship program.

Key

1. We are just beginning to work in this area.
2. We have done some work, but have a long way to go.
3. We have made significant progress and are doing reasonably well.
4. We have achieved a high level of success in this area.
5. We are doing extremely well in this area.

Safety	
Physical	
Policies and procedures ensure the physical and emotional safety of a participating intern.	1 2 3 4 5
Intern is provided an orientation and tour of the workplace setting and is given an employee manual that outlines his or her rights, office policies and procedures.	1 2 3 4 5
Adequate space, resources, and reliable equipment are allocated to the intern.	1 2 3 4 5
Intern hours of employment (safety to and from work) are taken into consideration.	1 2 3 4 5
Emotional	
Intern is welcomed by management and employees.	1 2 3 4 5
Intern is known by name, by the staff in the unit where he or she works.	1 2 3 4 5
Employees are briefed prior to the intern starting employment.	1 2 3 4 5
The workplace climate emphasizes warmth and respect of all ages and cultures.	1 2 3 4 5
Intern is viewed as a resource by management and employees.	1 2 3 4 5
Intern is recognized for his or her contributions.	1 2 3 4 5
Clear and High Expectations	
Agreement is developed about what is expected of the intern and is communicated to all employees.	1 2 3 4 5
Interns is provided a clear job description and set of expectations. Intern is asked his or her expectations.	1 2 3 4 5
Intern and all employees are expected to perform well and hold themselves to high standards of behavior.	1 2 3 4 5
Intern receives consistent and respectful feedback about how he or she is doing on work assignments. (Weekly check-ins and a midterm review are held with the supervisor/workplace mentor).	1 2 3 4 5
Appropriate Structure and Continuity	
Workplace rules and guidelines are explicitly discussed with the intern.	1 2 3 4 5
There is continuity and predictability in supervisor/intern relationships, clear boundaries are established, limits of authority described and age-appropriate information on workplace rules provided.	1 2 3 4 5
Relationship Building	
Guidance	
Intern is matched with at least one supportive supervisor/workplace mentor to guide him or her throughout the internship experience and who meets with him or her on a regular basis (weekly).	1 2 3 4 5
Mentors are trained in their roles and limits.	1 2 3 4 5

TIPS AND TOOLS #1, cont'd.

Indicators of Youth Development Features in the Internship Setting

Emotional Support	
Employees model a sense of fun, good communication, support, and appropriate boundaries.	1 2 3 4 5
Intern is assigned to work with various people within the workplace and/or community.	1 2 3 4 5
Intern has opportunities to interview employees and learn about different jobs in the work site.	1 2 3 4 5
Practical Support	
Intern is encouraged to participate in relationship building activities, such as employee lunches, job shadows, intern only events, meet and greets, and meetings with staff to learn about issues and business operations etc.	1 2 3 4 5
Intern is provided coaching and training as needed to ensure he or she has the skills to work effectively in a work setting.	1 2 3 4 5
Knowledge of Youth	
Information/training is provided to help employees understand the developmental needs of an adolescent, the culture the intern comes from, and how to effectively engage intern in the workplace setting.	1 2 3 4 5
Youth Participation and Voice	
Input and Decision Making	
Intern is provided with opportunities to provide input into what he or she is assigned, how work gets accomplished.	1 2 3 4 5
Intern completes an expectations /interest worksheet the first week of the internship to determine what his or her goals are, what he or she wants to learn and the kinds of projects he or she might be interested in.	1 2 3 4 5
Intern is provided opportunities to share his or her ideas, passions and talents.	1 2 3 4 5
Leadership Opportunities	
Intern is given flexibility to shape his or her work experience.	1 2 3 4 5
Intern is given a range of opportunities to learn and practice leadership skills in the workplace setting.	1 2 3 4 5
Sense of Belonging	
There are opportunities for meaningful inclusion of a youth intern regardless of his or her gender, ethnicity, sexual orientation, or disabilities.	1 2 3 4 5
Intern participates in staff meetings and project committee meetings, is provided job shadows, is invited to staff lunches and employee celebrations.	1 2 3 4 5
Intern provides input and evaluation to improve the internship program.	1 2 3 4 5
Intern has at least one supervisor/workplace mentor or adult he or she can go to at the work site; and that person meets regularly with the intern and helps him or her learn about the workplace.	1 2 3 4 5
Skill-Building	
Challenging	
Intern has at least one assignment that is designed to be challenging and to develop 21st century skills.	1 2 3 4 5
Menial tasks are kept to a minimum.	1 2 3 4 5
Assignments are designed so the intern can accomplish increasingly difficult tasks as skills and confidence develop.	1 2 3 4 5
Interesting	
Work assignments address different levels of the intern's interests and abilities.	1 2 3 4 5
Intern learns about the range of careers in the field.	1 2 3 4 5

TIPS AND TOOLS #1, cont'd.

Indicators of Youth Development Features in the Internship Setting

Growth Enhancement	
The program provides opportunities for the intern to engage in self-assessment and reflect upon work assignments; what he or she is learning, what he or she is good at and where he or she can improve.	1 2 3 4 5
Intern obtains mid and final evaluations on his or her attitudes, skills, attendance, behaviors, and quality of work.	1 2 3 4 5
Intern is encouraged to examine careers within the field of the internship and to understand the academic and other skills needed to grow in that field.	1 2 3 4 5
Community Involvement	
Ability to Impact Community	
Intern understands how he or she fits into the overall work of the company.	1 2 3 4 5
Intern feel he or she is making a difference to the organization and can articulate what that difference has been.	1 2 3 4 5
Intern develops a sense of his or her own abilities and desires to contribute to something greater than him or herself.	1 2 3 4 5
Knowledge of the Community	
Intern learns how the employer/internship site contributes economically and socially to the local and community.	1 2 3 4 5
Intern learns about the employer through interviews of staff, job shadows and work projects.	1 2 3 4 5
If the employer does community service, the intern is exposed to how this occurs and given a chance to participate in employer community service projects.	1 2 3 4 5

Career Internship Network, Features of Positive Developmental Settings for Young People Network,
<http://www.careerintern.org/cin/resources/filter/> Modified.

TIPS AND TOOLS #2

21st Century Skills Intern Self-Assessment

Intern: Place an X in the box that most accurately describes your current level with the skill in the left hand column.

	I am great at this skill	I definitely have this skill	I am okay at this skill	I need work on this skill	I need help with this skill
Problem Solving: I can use knowledge and facts to solve problems and think through difficulties.					
Oral Communication: I have effective speaking skills one-on-one and in front of a group. I am good listener.					
Written Communication: I effectively transfer thoughts to paper and write reports.					
Teamwork: I work well with others and manage conflicts within groups.					
Diversity: I learn from working with individuals of different races, ages, genders, religions, lifestyles and viewpoints.					
Technology: I select and use appropriate technology and can use a computer to help do a job.					
Leadership: I encourage the strengths of others, develop others towards a common goal, and have a positive outlook.					
Creativity: I create original work, communicate new ideas, and brainstorm.					
Self-Direction: I continuously gain new knowledge and skills and learn from mistakes.					
Work-Ethic: I have effective work habits and time management. I am punctual, productive, and honest.					
Social Responsibility: I demonstrate ethical behavior and responsible actions with interests of the community in mind.					

TIPS AND TOOLS #3

Developmental Characteristics of Adolescents

Early Adolescence (ages 12 to 15)

As their minds and bodies go through rapid changes, young adolescents look for ways to understand the young adults they are becoming. In this time of emerging self-image, young adolescents can be characterized by these traits:

- Frequently uneasy about trying new experiences
- Anxious for peer-group approval
- Eager for adult status and privileges but not adult responsibilities
- Primarily focused on the present, rather than the future
- Sometimes unable to concentrate for long periods of time
- Prone to generalizing and making strong value judgments
- Learning to socialize with adults; especially interested in displaying these traits to adults other than parents

Late Adolescence (ages 16 to 18)

Late adolescence is a time when young people begin to define more clearly a sense of self, and test their ideas and interests in the context of the adult world. For most it is a period of burgeoning independence. The following traits are characteristics of late adolescents:

- Eager for opportunities to make decisions
- Sometimes apt to challenge authority
- Very interested in physical appearance (their standards, not necessarily an adult's)
- Wanting independence and privilege but possibly having trouble with responsibility and personal discipline
- Feeling uneasy about their preparation for the future
- Trying out different values; beginning to build personal philosophies
- Highly sensitive to the reactions of adults and wanting respect, although they may feign indifference
- Likely to feel insecure in new settings with adults, though they may put on an air of confidence

“Working with Teens.” <http://www.seattleschools.org/area/cte/downloads/appendix-workingwithteens.pdf>

TIPS AND TOOLS #4

Supervisor/Workplace Mentor Strategies for Handling Difficult Situations

What if you and the intern don't "click"?

- Ask yourself, "Why?" Is a personality or cultural difference or a misunderstanding preventing you from connecting?
- Once you recognize the source of the problem, can you and the intern work through it by talking?
- If you cannot resolve your differences with the intern, is another staff person willing to mediate?
- If you and the intern are not able to resolve your differences, it is often better to terminate the internship than for you and the intern to have a long, unpleasant experience.

What if the intern asks a question you can't or don't want to answer?

- If a question makes you uncomfortable or is inappropriate, explain why you prefer not to answer.
- If an intern asks a personal question, you can respond in general terms. For example, if an intern asks how much money you earn, you can tell them what the salary range is for people in your position with your experience.
- If an intern's question regards work-related confidential matters, explain the company's policy on proprietary information.
- If you don't know the answer to a question, suggest ways to research the answer.

What if the intern doesn't fulfill the agreed-upon work plan objectives or goals?

- Ask the intern if he or she is clear about the expectations for the experience. If not, review them and try to figure out together what was misunderstood.
- Review workplace expectations (e.g., productivity, being on time, not leaving early) and their importance.
- Review intern work plan with the intern. Pay particular attention to whether the tasks and timeline are realistic.
- Discuss ways in which the agreement could be

revised to better meet the needs of both the intern and the company.

What if the intern dresses inappropriately or uses inappropriate behavior/language?

- Talk to the intern. Review company policies and their importance. Discuss what is appropriate with friends or family may not be at the work setting, and vice versa. Explain that sometimes such differences between settings are insignificant; other times, they may cause serious misunderstandings.
- Assess whether the inappropriate behavior is "situational." Was the intern aware of the expectations of the workplace? Does the intern have access to appropriate workplace clothing?
- Consider the intern's interpretation of the situation. Ask the intern what prompted the behavior, and discuss alternatives.

What if the intern seems disengaged or bored?

- Is the intern really bored or disinterested, or is it a symptom of something else (e.g., are they shy, unclear about expectations)?
- Engage the intern in conversation to learn about his or her interests. Share your interests.
- Be creative and encourage the intern's creativity. In what ways can you both think "outside of the box" to appreciate the experience? What skills will the intern be able to transfer to other jobs or experiences that are closer to his or her interests? How can the current experience be refined to include projects or activities that interest the interns?

What if the intern is not interested in your job or industry?

- Point out the value of becoming familiar with different workplace environments and building awareness of the many ways academic, technical, and interpersonal skills are used in a variety of different jobs.

TIPS AND TOOLS #4, cont'd.

Supervisor/Workplace Mentor Strategies for Handling Difficult Situations

- Explain to the intern that sometimes learning about what you don't like is as powerful a lesson as learning about what you do like.
- Share stories about the different jobs you have had—what you did and did not like about them, and what you learned from these experiences. The intern may not aspire to your job, but he or she may be interested in aspects of your work.
- Ask the intern to explain why he or she is not interested in your job or industry. Is his or her opinion based on stereotypes? Does it reflect the true nature of your work? Ask what the intern finds interesting. Are there other jobs within your company or industry related to those interests?
- Is it possible for the intern to rotate between different departments in your company? Are there additional tasks the intern can take on, under your supervision, that relate to his or her interests?

TIPS AND TOOLS #5

Supervisor/Workplace Mentor Qualities and Responsibilities

Qualities of a Good

Supervisor/Workplace Mentor

- Is respectful of others
- Keeps a positive outlook on life
- Enjoys working with young people
- Likes or loves his/her work
- Listens and communicates well
- Stays flexible while keeping healthy boundaries
- Has capacity for sharing and empathy
- Promotes the growth and development of the intern
- Can make people and resources of the organization available to the intern
- Sees the intern as capable of making decisions and learning new things
- Gives encouragement
- Gives positive feedback when the intern handles a situation or task well
- Guides the intern towards maturity
- Encourages the intern to ask questions, reminding them that there are no stupid questions, pulls the intern aside to discuss a problem; does not discuss it in front of other people
- Provides ways to readdress and correct mistakes
- Assists the intern in obtaining additional resources and professional contacts
- Serves as a role model for the career field
- Understands the goals of the program and work towards them
- Communicates with site coordinators from partnering agencies

The Most Important Responsibilities of a Supervisor/Workplace Mentor

- Models professional behavior and work habits
- Sets high expectations
- Helps the intern feel like a part of the workplace
- Takes the time to structure the intern's experience at the site
- Involves the intern in deciding the nature of the work
- Is consistent and dependable throughout the internship, spends time with the intern and

Adapted from the *New Urban High School, A Practitioner's Guide*.

TIPS AND TOOLS #6

Supervisor/Workplace Mentor Strategies for Success

Keep a Watchful Eye

Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

Ask Open-ended Questions

Check periodically to see how well and how much the intern is learning. Ask open-ended questions such as, “What has been most challenging to you these past few weeks?”

Provide Support Without Rescuing

Too often mentors say, “Let me show you how to do that,” when they should be asking, “What do you think you should do next?” It takes patience and courage to stand back and let an intern risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.

Avoid Messages of Perfection

The greatest gift a supervisor/workplace mentor can give the intern is authenticity. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure the intern sees and hears that you are not always an expert and that you are still a learner yourself.

TIPS AND TOOLS #7

Supervisor/Workplace Mentor Orientation—Sample Agenda

Purpose of the Training	(10 minutes)
First Mentor Experience	(15 minutes)
<ul style="list-style-type: none">○ Share in pairs and introduce partner to the group if people are not acquainted <p>(What was best about the experience? What do you wish might have been different? “What I believe a mentor does is...;” “What I most want my intern to get out of our partnership is...because...;” “What I want most to get out of my mentoring experience is...because...;” “An asset I bring to mentoring is... Therefore I..”)</p>	
Internship Program Goals	(5 minutes)
<ul style="list-style-type: none">○ Review the intern handbook	
Preparing for the Intern	(10 minutes)
<ul style="list-style-type: none">○ Creating a welcoming environment for the intern	
Working with the Intern	(20 minutes)
<ul style="list-style-type: none">○ Adolescent characteristic○ Concepts of positive youth development○ Working with youth from diverse cultural backgrounds○ How to assign youth work	
Break	(10 minutes)
Defining the Mentor’s Role	(30 minutes)
<ul style="list-style-type: none">○ Establishing good boundaries○ Accountability, confidentiality, appropriate boundary policies○ Creating the internship work plan○ Using the work plan to stay on track○ Establishing regular meetings○ Providing mid and end of internship evaluations	
Supervisor/Workplace Mentor Questions and Concerns	(15 minutes)
Evaluation & Closure	(10 minutes)

TIPS AND TOOLS #8

Designing an Internship Program—Questions to Get Started

How many interns should you take?

- The number of interns that you choose to accept will depend upon the physical space you have available; the number of staff you have to supervise or mentor; and the amount of work you have available.

Do you want an intern for a specific project or general support around the workplace?

- What are the tasks and objectives of the project? What are the deadlines for completing the tasks and objectives?
- Does your company need an intern to perform administrative and support functions including data entry, answering telephones, filing, etc.? If so, what percentage of the intern's time will be spent on these activities?

Will the intern work in one area or rotate through departments?

- Will the intern rotate through departments or will he or she have a single assignment and work for one person on one or several projects?
- Will employees from each department be designated to train the intern on particular department functions?

How will you keep the intern busy?

- The best way to keep an intern busy and productive is to have a plan ahead of time, before the intern arrives. Since the intern will be at the workplace for an extended period of time, the supervisor should have an idea of potential projects and assignments identified, so there isn't any "down time." Each week, the intern should have specific assignments that relate to a work plan that is created in partnership with the intern within the first day or two of his or her arrival on the work site.

How will you ensure all youth are welcome and address racial and age bias?

- It is important to be aware of and knowledgeable about the cultural differences of youth who participate in the internship program. Youth who participate in SETA – Sacramento Works for Youth programs come

from all backgrounds. All, however, face at least one or more "barriers to employment." Employers should be sensitive to the individual needs of the intern, including youth of color, those with disabilities, those who speak English as a second language.

What will an orientation to the workplace look like?

- An effective orientation establishes expectations, roles, and protocol while setting a welcoming tone. The structure of the orientation will depend on whether you have multiple interns, or just one or two participating youth. If there is only one in-coming intern, how will he or she be welcomed?
- Will there be welcoming materials or a gift for the intern?
- How will the intern learn about the company and how his or her work connects to the entire organization?

What training will you provide the intern to develop soft skills?

- Keep in mind that youth need exposure to a variety of supports and opportunities in order to develop social skills. The intern can learn how to use soft skills by observing staff meetings and participating on teams and committees.
- If your organization is partnering with an employment training agency, they may already provide training that can be reinforced by the supervisor/workplace mentor and other employees working with the youth.

How will the intern's interest be incorporated into assignments?

- Perhaps you can identify many different kinds of projects that need to be done and give the intern some choice.
- Be honest with the intern about what he or she can expect during the internship. Honesty doesn't cost you anything, and it will make the intern feel that much more respected.

How will the intern be recognized for their work?

TIPS AND TOOLS #8, cont'd.

Designing an Internship Program—Questions to Get Started

- Will you pay the intern? Everyone likes to be recognized and appreciated for a job well done.
- Will you formally recognize the intern's contributions at a staff meeting or in a newsletter? Maybe the intern can showcase some of the work he or she has done at a special event.
- Will you provide a certificate, or plaque of appreciation at the end of the experience?

Who will have the primary responsibility for the intern?

- Will that person be a supervisor/workplace mentor or merely a supervisor? The designation of a supervisor who will work closely with the intern can be essential in creating a successful experience. Ideally, the supervisor/workplace mentor should be someone from the department where the intern is working and who is very familiar with the projects and tasks the intern will be performing. This person should like young people and be able to model professional and engaging workplace behavior while teaching and training the intern.

How will you train staff who will be working with the intern?

- A couple of hours of training can go a long way in creating a positive experience for employees and the intern.
- One option is to work with your local employment agency and youth development partners to address the training needs of staff working with the intern.
- Training can help employees recognize and address concerns, biases or stereotypes they may hold about teenagers while also covering mandatory policies and procedures related to issues such as sexual harassment.

TIPS AND TOOLS #9

Sample Job Description

Company name/description: _____

Internship title: _____

Internship description (duties and essential responsibilities):

Job specifications (knowledge, skills and abilities required to the job):

Preferred qualifications (personal attributes, interests, extracurricular activities and talents preferred for the job):

Physical requirements of the internship:

Any training that will be provided:

Compensation: Unpaid/Paid

Length of the internship (start-finish dates): _____

Work schedule (days of the week/time of day): _____

Number of hours (full-time/part-time): _____

Internship contact: _____

Company address: _____

Website/E-mail: _____

Application deadline: _____

TIPS AND TOOLS #10

Intern Orientation—Sample Agenda

- Check-in and greetings; introduce staff
- Complete paperwork; (social time while waiting, hand out packets, welcome gifts, serve refreshments)
- Icebreaker/introduction of interns—have the interns pair up, interview each other (5 minutes), then introduce each other to the group
- Mission of the organization
- Organization's structure
- Outline organizational rules, policies, decorum and expectations
- Tour the facility
- Allow time for interns to share their expectations
- Define the interns' responsibilities/expectations
- Team-building activity
- Closure

TIPS AND TOOLS #11

Intern Orientation—Checklist

Experience shows that employers who take adequate time at the beginning of the internship to orient the intern reap productivity and effectiveness more quickly than those who do not. In orienting the intern, take time to:

Explain the Mission of the Organization

- How did the company start? Why?
- What is unique about your product or service?
- Who benefits from your product or service?
- How may the intern contribute to the company's work?

Explain the Organization's Structure

- Who reports to whom?
- Who, specifically, is the intern's supervisor?
- What is the intern's department responsible for?
- What access to the supervisor (days, times, and duration) does the intern have?
- Whom should he or she direct questions or concerns to when his or her supervisor is gone?

Outline Organizational Rules, Policies, Decorum and Expectations

- Is there specific industry jargon?
- What are the specific work standards and procedures?
- What is acceptable with regards to dress and appearance?

- What are the rules for cell phone usage, text messaging and e-mailing?
- How does the mail, telephone, and other office equipment work?
- By what safety regulations must he or she abide?
- What should they do in an emergency or if he or she is sick?
- How should the intern maintain the work area?
- What should he or she do when work is completed?
- What forms or reports need to be completed?
- Are there security or confidentiality issues the intern should be aware of?

Define the Intern's Responsibilities

- What is the intern's role? Provide a clear job description.
- What projects will be assigned to him or her?
- What resources and training are available to the intern?
- How does the organization want the intern to deal with clients and vendors?
- Do other employees understand the intern's role?

True, Michael. *Starting and Maintaining a Quality Internship Program, 5th Edition*. Grantham, PA: Messiah College. Modified.

TIPS AND TOOLS #12

Sample Table of Contents for an Intern Handbook

- Welcome
- About the organization
- Organizational structure
- Organizational acronyms and terms
- Intern responsibilities
- Supervisor/workplace mentor responsibilities
- A copy of 21st Century Skills Intern Self-Assessment (Tips and Tools #2)
- A copy of the Intern Expectations and Interests Form (Tips and Tools #13)
- Policies/procedures
- Benefits to the intern
- Accessing future employment opportunities
- Frequently asked questions and answers

TIPS AND TOOLS #13

Intern Expectations and Interests Form

(To be completed by the intern and shared with the supervisor/workplace when developing a work plan.)

Please take a moment to answer the following questions in order to let us know what we can provide to make this internship a meaningful experience for you.

Intern's Expectations

List three things that interest you about this occupation:

1. _____
2. _____
3. _____

List three skills/experiences you want to gain from the internship:

1. _____
2. _____
3. _____

Mark the top three 21st century skills you would like to develop from this experience:

- | | |
|---|---|
| <input type="radio"/> Problem-Solving | <input type="radio"/> Technology |
| <input type="radio"/> Self-Direction | <input type="radio"/> Leadership |
| <input type="radio"/> Oral Communication | <input type="radio"/> Creativity |
| <input type="radio"/> Written Communication | <input type="radio"/> Work Ethic |
| <input type="radio"/> Teamwork/Working | <input type="radio"/> Social Responsibility |
| <input type="radio"/> Diversity | |

Linking Education and Economic Development's "Employer's Internship Guide." Modified.

TIPS AND TOOLS #14

The Work Plan Worksheet

Mentor, it is important take time to consider how you can make the most out of your time as well as the intern's time. Work through these steps with the intern to develop a direction for assignments.

STEP 1: What interests and expectations has the intern identified on the Intern Expectations and Interests Form? (Tips and Tools #13)

STEP 2: What projects and work assignments are available to the intern and how do these fit with the company's goals?

STEP 3: What are the skills required for the project/work assignment?

STEP 4: What skills/interests identified by the intern can be incorporated into the work assignment?

STEP 5: How will your intern obtain new skills/knowledge? What kind of support might you need to provide?

STEP 6: Agree upon a project/assignment.

STEP 7: Break the work down into tasks.

STEP 8: Schedule timelines for completion of tasks.

STEP 9: Schedule regular meetings to review the progress of the intern's work.

STEP 10: What is the best way for the intern to ask questions, or share concerns between scheduled meetings?

Sign below and keep one for both you and intern to refer to from month to month.

Intern signature

Mentor signature

Date

Remer, A. (2006). *Mentor Handbook*. "Intern Work Plan." <http://www.careerintern.org/cin/resources/2007-11-19-file/> Modified.

TIPS AND TOOLS #15

Mid and End-of-Term Intern Performance Review

To be completed by the supervisor and shared with the intern.

Section 1: Personal Traits		
Reliability <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations	Ability to listen <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations	Attitude towards work <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations
Level of professionalism <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations	Productivity <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations	Relations with coworkers <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations
Response to supervision <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations	Attendance <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations	Appearance <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations
Comments:		
Section 2: 21st Century Skills		
Problem Solving: uses knowledge and creativity to solve problems. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Oral Communication: Verbalizes ideas and concerns appropriately. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Written Communication: effectively transferred thoughts to paper. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable
Teamwork: works well with others toward a common goal. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Diversity: learns from working with people with differing points of views, lifestyles and cultures. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Technology: selects and uses appropriate technology for research and other needs. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable
Leadership: uses skills to guide others toward a goal. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Creativity: demonstrates inventiveness and shares new ideas effectively. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Flexibility: adapts to various tasks and responsibilities. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable
Work Ethic: honest, punctual, and good work habits. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Social Responsibility: acts responsibly with the larger community in mind. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable	Self Direction: manages time and stays on task, learns from mistakes. <input type="radio"/> Exceeds expectations <input type="radio"/> Meets expectations <input type="radio"/> Below expectations <input type="radio"/> Not applicable
Comments:		

Linking Education and Economic Development's "Employer's Internship Guide." Modified.

Supervisor Signature _____ Intern Signature _____

TIPS AND TOOLS #16

Intern Evaluation of the Internship

Please respond to the following questions regarding your internship experience and site:

Your name: _____ Date: _____

Organization: _____

Location: _____ Supervisor: _____

1. Please rate the following aspects of your internship experience on the basis of this scale:

(1) Poor (2) Fair (3) Good (4) Excellent

Site

Physical environment was safe 1 2 3 4

An orientation was provided to the organization 1 2 3 4

Adequate resources were available to accomplish projects 1 2 3 4

Coworkers were welcoming and helpful 1 2 3 4

Supervisor

Regular feedback was provided on my progress and abilities 1 2 3 4

An effort was made to make the internship a learning experience for me 1 2 3 4

Supervisor provided levels of responsibility consistent with my abilities 1 2 3 4

Supervisor was supportive of the agreed upon work days and hours 1 2 3 4

Learning Experience

Work experience related to my expressed interest and expectations 1 2 3 4

Opportunities were provided to develop my communication skills 1 2 3 4

Opportunities were provided to develop my interpersonal skills 1 2 3 4

Opportunities were provided to develop my creativity 1 2 3 4

Opportunities were provided to develop my problem solving abilities 1 2 3 4

This experience has helped prepare me for the workplace 1 2 3 4

Overall value rating for this internship 1 2 3 4

1. Feel free to explain any of your responses to the above criteria here (use other side if necessary):

2. Would you work for this supervisor again? Yes No Uncertain

3. Would you work for this organization again? Yes No Uncertain

4. Would you recommend this organization to other students? Yes No Uncertain

True, Michael. *Starting and Maintaining A Quality Internship Program, 5th Edition*. Grantham, PA: Messiah College. Modified.

TIPS AND TOOLS #17

Useful Websites

California Department of Industrial Relations <http://www.dir.ca.gov/dlse/DLSE-CL.htm>

This site contains information regarding child labor laws and work permits for young workers.

The California Mentor Foundation <http://calmentor.org/cm/about/Home.html>

The California Mentor Foundation (CMF) was founded in 1998 to provide a unified, collective voice for California's youth mentoring programs. CMF provides funding, advanced training, quality assurance standards, and technology support to more than 400 mentor programs.

California Resource Network for Young Workers Health & Safety <http://www.youngworkers.org/home.htm>

The laws noted at this site are specific to California. This site offers teen safety information for employers, parents, teachers, and students including fact sheets, posters, and graphs.

The Career Internship Network (CIN) <http://www.careerintern.org/cin/about/>

CIN, a program of the Youth Development Institute of the Tides Center, comprises 30 New York City institutions with established internship programs that provide adolescents with direct experience and understanding of careers. CIN's professional development for staff of member programs includes workshops, structured site visits, information, and materials.

Cornell Youth and Work Program <http://cywparhive.human.cornell.edu/mentoring/index.html>

This site has archived information on the Cornell Youth Work: Mentoring Project. Topics for mentors include: "A Guide to Teaching and Learning;" "What Youth Learn;" "How Mentors Teach;" and training tools.

Forum for Youth Investment <http://www.forumforyouthinvestment.org>

The Forum for Youth Investment is a nonprofit, nonpartisan "action tank" dedicated to helping communities and the nation make sure all young people are Ready by 21[®]: ready for college, work and life. Informed by rigorous research and practical experience, the Forum forges innovative ideas, strategies and partners to strengthen solutions for young people and those who care about them. A trusted resource for policy makers, advocates, researchers and program professionals, the Forum provides youth and adult leaders with the information, connections and tools they need to create greater opportunities and outcomes for young people

Northwest Regional Educational Lab (NWREL): Center for School Family and Community <http://www.nwrel.org/ecc/index.html>

The NWREL Education, Career, and Community Program helps educators, businesses, and community leaders prepare youth and adults for a quality work life, active citizenship, and a lifetime of learning. ECC offers a wide range of products, training, technical assistance, and consultation services.

Partnership for 21st Century Skills <http://www.21stcenturyskills.org/>

Serve as a catalyst to position 21st century skills at the center of US K-12 education by building collaborative partnerships among education, business, community and government leader. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills. This skill set includes:

- Information and communication skills (information and media literacy skills; communication skills)

TIPS AND TOOLS #17, cont'd.

Useful Websites

- Thinking and problem solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
- Civic literacy

include basic youth development, advanced youth development, cultural awareness, youth engagement, youth leadership strategies for organizations, service learning, creating high end internships, as well as customized trainings. For more information on YDN's trainings, networking and policy efforts please go to our web site at www.ydnetwork.org

The Sacramento Employment & Training Agency (SETA – Sacramento Works for Youth) **http://www.SETA – Sacramento Works for Youth.net/youth_intro.html**

A joint powers agency of the City and County of Sacramento, SETA – Sacramento Works for Youth was formed in 1978. From its inception, SETA – Sacramento Works for Youth has been an effective force in connecting people to jobs, business owners to quality employees, education and nutrition to children, assistance to refugees, and hope to many Sacramento area residents. SETA – Sacramento Works for Youth's Youth Services are delivered collaboratively in the Sacramento Works One Stop Career Center system. A Youth Specialist at each One Stop helps youth access employment and training resources.

Youth Development Network (YDN) **<http://www.ydnetwork.org/>**

The Youth Development Network is dedicated to supporting organizations and communities to create life changing experiences for youth success. YDN does this through training and technical assistance support, by providing networking opportunities for organizations, and through policy efforts. Businesses who are interested in training on how to implement the practices described in this guidebook can contact YDN for training and coaching support. YDN trainings



www.seta.net



www.seta.net/youth



www.ydnetwork.org