



elevation
lane  county



**Industry
Guide
to hosting
Student
Interns**





ELEVATE LANE COUNTY
INDUSTRY GUIDE TO HOSTING A STUDENT INTERN

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OVERVIEW

This guide is intended to be a resource for industries participating in ELEVATE LANE COUNTY. Elevate Lane County is a program designed to connect students to work learning experiences and expand the capacity of educators in Lane County, Oregon.

This program has been developed in partnership with Connected Lane County, Lane STEM, Technology Association of Oregon (TAO), Eugene Chamber of Commerce, Lane Workforce Partnership, Bethel School District, Blachly School District, Creswell School District, Crow-Applegate-Lorane School District, Eugene 4J School District, Fern Ridge School District, Junction City School District, Lowell School District, Mapleton School District, Marcola School District, McKenzie School District, Oakridge School District, Pleasant Hill School District, Siuslaw School District, South Lane School District, Springfield School District, Lane Community College, University of Oregon, State of Oregon, Lane Arts Council, and Lane Education Service District.

The work-based learning pathway and, in particular, culminating internships is one of the key components to a successful school to work program. Elevate Lane County students have prepared for internships at school, have submitted extensive applications in order to be considered, and have been interviewed in person by a panel of Elevate Lane County staff. In addition to connecting the right students to the right employers, Elevate Lane County offers a comprehensive toolkit for employers to use to prepare, manage, and evaluate their internship program.

OBJECTIVES

We connect strong academics with real-world experience in a wide range of fields, helping students gain an advantage in high school, college, and career. Elevate Lane County also can build a pathway between high school and community college course work so that students earn GWE 180 college credits while in high school and/or they can continue a course of study toward certification or college graduation.

College and career readiness is defined as involving three major skill areas:

1. Core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace, in a college setting and in routine daily activities;
2. Employability or Business skills (such as critical thinking and responsibility) that are essential in any career area; and
3. Technical, job-specific skills related to a specific career pathway.

Pathways that link learning with student interests and career preparation lead to higher graduation rates, increased college enrollments and completion rates, and higher earning potential. It prepares students to graduate from high school well prepared to enter a two- or four-year college or university, an apprenticeship, to receive an industry certification, and to be a good employee. And, it exposes many students in school to previously unimagined college and career opportunities.

Employers find that supervising interns offer management opportunities to their employees while helping students gain relevant work experience. Students working alongside seasoned employees often add a fresh perspective to an organization's culture. Employers better





understand the benefits they will gain when their employees have opportunities to work with students and see the results first hand – within their organizations and in students' readiness.

BENEFITS

To Employers for Hosting an Intern

- Provides management opportunities to existing employees
- Identifies and grooms future employees
- Reduces recruiting costs
- Retains local talent from the region
- Increases morale and productivity in current workers
- Increases ability for employees to work in teams
- Increases positive public relations and exposure
- Changes the lives of students through meaningful interaction and helps them gain relevant workforce experience
- Provides employers the opportunity to provide professional development and technical assistance for educators
- Gives employees an avenue to give back to the community
- Brings a fresh perspective to your organization's culture

To Employers for Using Elevate Lane County

- Simplifies the process of hosting interns and job shadows
- Offers a pre-screened selection of high school students
- Provides a resource of tools and materials for employers and employees working with students
- Includes a tool for evaluating interns
- Reduces risk associated with employing student workers

To Schools & Colleges

- Allows more students access to work-based learning opportunities
- Provides proven employer outreach tools and access to employers throughout the county who are ready to host interns
- Reduces administrative time for work-based learning coordinators and teachers placing students

To Students & Parents

- Matches students' interests and abilities with identified internship opportunities
- Includes a validated intern evaluation tool to provide students and teachers feedback on the student's' progress
- Allows students to evaluate employers as well as the internship learning experience





INTRODUCTION TO INTERNSHIPS

Internships done well are good for your organization and for the student. Employers that host internships can anticipate the following returns on their investment:

- **A competitive advantage:** It's not just the extra sets of hands that make interns advantageous. New people bring with them new ideas, fresh perspective, and specialized strengths and skill sets.
- **A diverse workforce:** Businesses sell to an increasingly diverse customer base in a multicultural society. Having employees who come from different demographics and market sectors furthers a company's understanding of its customer base. This deeper level of understanding can be leveraged to tailor sales approach, services and product development
- **Higher productivity:** Setting up an intern program allows businesses to take advantage of short-term support. This extra set of hands will relieve pressure in areas where work seems to be piling up or in areas of the company that seem to be growing at a faster pace than expected. This gives the employer the opportunity to see if the work warrants an extra salary and if the budget can handle it. It helps employees be more productive, prevents them from becoming overburdened by side projects, as well as freeing them up to accomplish more creative tasks or those where higher-level, strategic thinking and expertise is required.
- **A talent pipeline:** An internship program is a year-round recruiting tool. Implementing an internship program means you have an ongoing pipeline of future full-time employees. Hiring an intern is an opportunity to test-drive talent. When you "try out" candidates you make fewer mistakes when it comes to full-time staffing; avoiding the pitfall of training a new hire only to find out they're not a fit for your organization or that the entry-level employee doesn't like the industry sector.
- **Gain brand advocates:** Internships allow employers to connect with students early in their academic careers. These relationships create students that want to talk about their experience and your company with peers, social media contacts, friends, and family.
- **Fulfills corporate responsibility:** Creating an internship is an excellent way to give back. Students gain experience, develop skills, make connections, strengthen their resumes, and assess their interest and abilities. Paid internships are particularly beneficial as they enable economically disadvantaged youth to participate and have a clearly defined pathway to a positive future. Hiring interns not only helps the students in your community get started, it enhances the regional workforce as a whole.

Work-based learning comprises a wide range of activities that are conducted as an extended learning experience as part of any school program. It includes activities such as guest speakers, structured field trips, job shadows, and other work-related learning. Work-based learning is a deliberately sequenced set of experiences that develop awareness and guide students through their exploration of career options and correlating post-secondary and training options, with the goal of spending significant time in the workplace via an internship.





BEFORE THE INTERNSHIP

Internships provide great opportunities for your organization and for the student. To make the most of this opportunity it is important to consider the legal aspects of internships. Many high profile [lawsuits over unpaid internships](#) have raised concerns over internships in general. This section is designed to provide general guidance to the legal considerations of internships. While this information will give you a basic understanding of the legal concerns, please always consult your HR and/or legal counsel concerning legal issues relevant to your organization.

Unpaid Internships

There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship training program meets this exclusion depends upon all of the facts and circumstances of each program.

Six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship;
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the Fair Labor Standards Act (FLSA), and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

"Fact Sheet #71: [Internship Programs Under the Fair Labor Standards Act](#)" from the U.S. Department of Labor Wage and Hour Division.

Paid Internships

A paid internship gives a student the opportunity to participate in a work-based learning experience with direct supervision and evaluation by an adult in the organization hosting the internship. Internships are designed to help further both the student's career and educational





goals and the employer's organizational goals. A typical internship can range from no less than 75 hours to 120 hours or more.

Some things to consider if hosting a paid internship:

Wage Orders

The Bureau of Labor and Industries (BOLI) regulate wages, hours and working conditions. See here for State laws: http://www.oregon.gov/boli/WHD/docs/statelawswages_english.pdf

Overtime

In Oregon, State law sets 10 hours as a maximum that employees may work in one day in mills, factories, or manufacturing establishments. The law, however, does allow for an additional three hours of work per day to be paid at one and one-half times the regular rate of pay. The maximum daily number of hours of work allowed may not exceed 13. Logging camps, sawmills, planing mills and shingle mills are excluded from this requirement. Adults working in canneries must be paid at one and one-half times their regular rate of pay whenever they work more than 10 hours per day or 40 hours in one seven-day work week. Whenever overtime is being calculated on a daily basis, it also must be calculated on a weekly basis. The greater of the two amounts is the one to be paid.

Employing Minors & Special Considerations

Child labor laws protect young people in the work force. Although minors are no longer required to have permits, they, their parents and employers should be aware of laws and regulations applying to young people, ages 14-17 and the kinds of jobs and working hours that are allowed.

See BOLI Employment of Minors for specifics:

<http://www.oregon.gov/boli/WHD/CLU/docs/employmentminorsbrochure.pdf>

Supervisors should strive to provide safe and healthy working conditions and to establish and insist upon safe and healthy practices at all times by all student interns. Supervisors should also make the safety and health of student interns an integral part of their regular supervisory function. It is equally the duty of each student intern to follow established safety and health policies, procedures, and practices. [Learn more](#) information on occupational safety and health.

1. Know the Laws

Understand Oregon child labor laws. These prohibit teens from working late and/or long hours, and doing especially dangerous work. Understand BOLI's workplace safety and health regulations. These are designed to protect all employees, including teens, from injury.

2. Check Your Compliance

Make sure teen employees are not assigned work schedules or asked to do job tasks that violate the law, or given prohibited job tasks like operating heavy equipment or using power tools.

3. Stress Safety to Frontline Supervisors

Make sure frontline supervisors who give teens their job assignments know the law. Encourage supervisors to set a good example. They are in the best position to influence teens' attitudes and work habits.

4. Set Up a Safety and Health Program

Make sure all jobs and work areas are free of hazards. The Oregon Safe Employment Act





requires you to provide a safe and healthy workplace. Under Oregon OSHA, each place of employment must display a [Job Safety and Health poster](#). It summarizes the rights and responsibilities you and your employees have under the *Oregon Safe Employment Act*. Post it where your employees can see it and keep it there. The poster also comes in Spanish. If you have some employees who speak English and others who speak Spanish, put up both versions. If someone offers to sell you one, don't buy it. You can print the [Job Safety and Health poster](#) from our website or we'll send you one at no cost — contact our [Resource Center](#). Involve every worker in the program, including teens. Find out if there are simple low-cost safety measures that can prevent injuries.

5. Train Teens to Put Safety First

Give teens clear instructions for each task, especially unfamiliar ones. Provide hands-on training on the correct use of equipment. Show them what safety precautions to take. Point out possible hazards. Give them a chance to ask questions. Observe teens while they work, and correct any mistakes. Retrain them regularly. Encourage supervisors to take teen workers along on periodic health and safety walk-through inspections to spot hazards and unsafe practices. Encourage teens to ask questions and to let you know if there's a problem or directions are unclear. Make sure teens feel free to speak up. Prepare teens for emergencies: accidents, fires, violent situations, etc. Show them escape routes and explain where to go if they need emergency medical treatment. Supply personal protective equipment when needed: goggles, safety shoes, masks, hard hats, gloves, etc. Be sure teens know how to use it.

During this decision-making process, it is critical to garner organizational support for forming an internship program. The Commonwealth Corporation suggests that in order to create a successful internship, you must gain support from within your company on four levels (The 4 Flavors of Yes):





Designing the Internship Experience (Form A & Form B)

Now that you have your organization on board with hosting an intern, it is time to design the experience. An internship is meant to be mutually beneficial for the student and the employer. (If the internship is unpaid, the majority of benefit must be for the student.)

Before you are matched with an intern, develop a short paragraph summary of your internship experience to be used for recruiting purposes. Next, the Internship Work Plan & Learning Agreement will be a critical part of structuring the work the intern will complete, but also the skills to be developed throughout the internship. In addition to having a structured work and learning plan, it's important to schedule time early each week to have weekly check-in meetings with the intern.

Completing the ***Internship Work Plan & Learning Agreement*** (Form A) happens in two steps:

1. Work plan

The work plan is completed before the intern starts. The purpose is to help frame the work you and your organization want and need the intern to complete during the internship. You are asked to create three to four projects and within each project are asked to list activities involved. Additionally, list any evidence that the activities and project were completed and the skills associated. And finally, know the number of hours that your intern will be with your business and what can be reasonably accomplished in that amount of time. The Internship Skills list can be found in Form B.

2. Learning Agreement

Present the work plan to the intern during the intern orientation discuss skills the intern would like to develop during the internship. The skills the intern wishes to develop could be addressed in the projects listed in the work plan, but the intern may also identify skills to develop outside those listed. If interns identify skills outside those listed in the work plan, it will be important to discuss and plan specific activities to assist with development of those skills. Complete the Learning Agreement portion of this document with the intern. Examples could be including interns in meetings, taking advantage of existing employee training opportunities, or specific projects.

We want to help you develop your Internship Work Plan & Learning Agreement. Below is a list of sample intern projects that interns can do to help support and grow your business. Equally, these tasks will help an intern learn, develop skills and gain valuable hands-on experience.

General Projects

- Accompany employees to client, sales, or other outside meetings; have them take an observer role, but ask for their input and ideas (and answer any questions) after you've left
- Generate a marketing plan, financial forecast, or other report
- Produce a video or slide presentation
- Perform a study or survey; analyze and present results
- Develop training material for future replacement interns





Accounting Intern Project

- Help with the transition of moving to an online expense reporting system. Facilitate the training sessions to instruct all full-time employees how to report expenses
- Prepare a budget and provide weekly reports to management

Graphic Design Intern Project

- Develop a digital bulletin board for break rooms that include – Team Member birthdays, new hires, awards/service anniversaries, and health and safety tips
- Create picture and designs to be used on company website and marketing material

Analytics Intern Project

- Create a dashboard to record and report important company information

Digital Intern Project

- Travel with company members – interview members, write stories and post pictures to be published on company website

Research Intern

- Research the viability of a new program, campaign, or initiative; compile and present statistics
- Source goods or search for lower-cost sources for high-volume materials
- Clean up a database making it user friendly and visually appealing

Social Media Intern

- Create a proposal on a potential social media strategy, evaluate various social media platforms, or come up with suggestions for how your current social media strategy might be improved
- Research and identify the most influential blogs in your industry. Follow them and provide weekly reports
- Maintain company social media accounts; create social media campaigns and post on a regular basis

Communication Intern

- Critique your company's website from a user perspective; brainstorm ideas for boosting usability
- Create support materials, such as charts, graphs, or other visuals
- Write internal communications
- Compile employee manuals or develop process directions for tasks with high employee turnover
- Scan industry media for news items; provide regularly scheduled updates

Tech Intern

- Evaluate some area of IT functionality; ask if they see a way to improve efficiency, streamline programs, or cut costs
- Be part of teams working on solving complex computer vision problems (including, but not limited to) working with one or more engineers and scientists to do further research and build a small prototype, set up demos, and create posters and programming.
- Implement engine, gameplay, or tools technology as directed by senior engineers; help maintain existing systems, and test and document code produced.





DURING THE INTERNSHIP

The following recommendations will make for an effective internship experience:

Day 1-Orientation to the workplace (see Form D).

Do not assume an intern has any knowledge of your working environment, always go above and beyond in explaining the pieces below and periodically check for understanding.

Discuss the Internship Work Plan & Learning Agreement with the intern (Form A).

- Review the projects and tasks developed in the Work Plan portion of the document. Discuss the tasks and associated skills that will be developed. Ensure clarity of understanding.
- Review the Internship Assessment with the student. Discuss questions about the skills. See Form B.
- Discuss the skills the intern wants to develop during the internship. These skills may already be identified in the work plan, but if additional skills are identified by the intern, discuss ways to develop them during the internship. Complete the Learning Agreement portion of the document during the conversation.

Weekly Check-in (Form C)

Early each week, it is important to have a check-in meeting with the intern to follow up on tasks and activities pertaining to their work plan. It's also important to allow the intern time to reflect and ask clarifying questions about their experience. As the internship progresses, it's important to continue conversation focused on the tasks associated with the work plan, as well as observations and skill development with the intern.

The length and structure of the weekly check-in meeting should be scheduled the same time every week, typically the start of the week or the end of the week. Below are some guiding questions that may assist in the meeting.





AFTER THE INTERNSHIP

One of the most important components of a student's internship experience is the Internship Assessment (Form B). The assessment is a document that a supervisor completes to assess a student's college and career readiness skills. The assessment can be completed midway through the internship experience as well as near the end prior to the intern's departure. Assessing a student midway through the experience will help create a more engaged and productive intern. Interns love feedback! The assessment is crucial because it helps the intern gain a better understanding of their skills as it relates to their strengths and areas of growth. These include foundational skills, workplace skills, and self-management and personal responsibility. Ideally, the supervisor reviews the completed assessment with the intern- this promotes a rich discussion between the supervisor and intern, helping the intern maximize the learning process.

Internship supervisors often draft recommendation letters for interns. Determination and criteria for drafting recommendation letters is solely at the discretion of the supervisor and host organization policies.

Toot your horn and celebrate your work in inspiring and guiding young people.

Tips for promoting the internship:

1. Circulate pictures and information of the experience within your organization.
2. Circulate pictures and information of the experience throughout professional associations and organizations.
3. Work with the public affairs or community relations department in your organization to promote the experience.
4. Provide Connected Lane County with a testimonial.
5. Above all else, talk to your colleagues, friends, and neighbors about hosting an intern through Elevate Lane County.



Internship Work Plan & Learning Agreement

Instructions: This document should be completed in two steps. Please read the instructions below and follow the directions.

1. Outline 3-4 projects you wish the intern to complete during the internship. The first box describes the expected content for each project. It is important to reference the Supervisor Assessment of College and Career Readiness for a complete listing of skills.
2. Present the work plan to the intern during the intern orientation and discuss the skills (3-4) the intern would like to develop during the internship. The skills the intern wishes to develop could be addressed in the projects listed in the work plan, but the intern may also identify skills to develop outside those listed. If interns identify skills outside those listed in the work plan, it will be important to discuss and plan specific activities to assist with development of those skills. Complete the Learning Agreement portion of this document with the intern. Examples could be including interns in meetings, taking advantage of existing employee training opportunities, or specific projects.

Project Information

Project Summary	An assignment for the intern that will provoke the learning objective.
Activities	Tasks that will be performed in order to complete the project.
Documentation	Evidence of the intern's work.
Skills	Refer to Elevate Lane County's Internship Skills Assessment (Form B) to select the applicable skills that you expect the intern will develop through the completion of the project.

Project Example

Project Summary	Create a database of San Francisco civic leaders with their contact information.
Activities	Attend Board of Supervisors meetings. Formulate questions to ask supervisors. Introduce self to Supervisors and distribute business card. Send a thank you email to Supervisor.
Documentation	1) List of questions for Supervisor 2) List of thank you notes sent 3) Contact list
Skills	Foundational skills: Oral communication, written communication, listening and observation, critical thinking Applied workforce skills: creativity and innovation, flexibility and adaptability; Self Management and Personal Responsibility: takes initiative, ask appropriate questions, persistent, brings tasks and projects to completion.

Work Plan

*To be completed before the internship.

Project #1

Project Summary	
Activities	
Documentation	
Skills	

Project #2

Project Summary	
Activities	
Documentation	
Skills	

Project #3

Project Summary	
Activities	
Documentation	
Skills	

Form A

Project #4

Project Summary	
Activities	
Documentation	
Skills	

Learning Agreement

*To be completed with intern during orientation

Skill #1:
Activity

Skill #2:
Activity

Skill #3:
Activity

Skill #4:
Activity

Additional Activities

*Any additional teams, meetings, or activities that may benefit the intern's experience.
(Optional)

1.

2.

3.

Agreed:

Intern: _____ Date: _____

Intern Host: _____ Date: _____

Elevate Lane County

Guidelines for Internship Supervisors

Thank you for helping to prepare our students for college and future careers, and for taking the time to assess the students' knowledge and skills demonstrated in the workplace. The following provides a brief overview of the assessment tool and how to complete it.

Who: The assessment is designed for completion by the student's teacher, direct supervisor or adult mentor who has had the opportunity to observe the student's work. (If the student rotates to a variety of positions within a single internship experience, please submit only one combined assessment or speak with the internship coordinator to make other arrangements.)

When: Please review the assessment with the student at the beginning of the experience so the student understands your expectations. Your conversation will result in a learning plan for the student. (See separate Learning Plan form.) Then complete the assessment at the end of the experience.

How: The supervisor will fill out the form the assessment form near the end of the experience. The items are rated on a simple four-point scale. The supervisor simply selects the number that corresponds to the assessment of the student on each item. A glossary and a scoring guide are integrated with the online assessment form; they are provided to assist supervisors with descriptions and examples of each rated dimension and to promote consistency in scoring.

Why: The assessment will contribute to the student's overall success, but will not be the sole measure. We need accurate and reliable information to both support student success and continuously improve the program.

Elevate Lane County Internship Assessment

Directions: Please answer the following items based upon your experience observing the student intern. **It is important that you be objective and candid in your assessment of the intern, as your responses carry credibility to the process.** If you have not had the opportunity to observe the student's skill level in a particular area, please respond N/A: "No Opportunity to Observe." **Any item receiving a score of 1 requires the supervisor to comment on the reason for this score.**

Part I: Core College and Career Readiness Skills

Please rate the student's foundational and applied workplace skills according to the rating skill below:

1	2	3	4	N/A
Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Observe

Collaboration and Teamwork that includes the following skills:

Acts and collaborates as a team member	1	2	3	4	N/A
Exhibits ability to work with diverse individuals	1	2	3	4	N/A
Interacts with supervisors, clients, & teammates appropriately	1	2	3	4	N/A

Communication that includes the following skills:

Demonstrates effective verbal communication	1	2	3	4	N/A
Constructs effective written communications	1	2	3	4	N/A
Listens attentively and observes work environment	1	2	3	4	N/A

Creativity and Innovation that includes the following skills:

Incorporates creativity and innovation into tasks	1	2	3	4	N/A
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Critical Thinking and Problem Solving that includes the following skills:

Thinks critically, formulates, and solves problems	1	2	3	4	N/A
Demonstrates precision and accuracy	1	2	3	4	N/A

Information Management that includes the following skills:

Locates, comprehends, and evaluates information	1	2	3	4	N/A
Applies information technology when completing tasks	1	2	3	4	N/A

Quantitative Reasoning that includes the following skills:

Uses effective quantitative reasoning	1	2	3	4	N/A
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Initiative and Self Direction that includes the following skills:

Demonstrates flexibility and adaptability when completing tasks	1	2	3	4	N/A
Takes initiative, is self-directed and resourceful	1	2	3	4	N/A
Asks appropriate questions	1	2	3	4	N/A
Is careful to avoid/correct mistakes, high standard of quality of work, takes pride in work well-done	1	2	3	4	N/A
Demonstrates awareness of own abilities and performance	1	2	3	4	N/A
Comprehends career opportunities/requirements in the industry or field overall	1	2	3	4	N/A
Understands career opportunities/requirements in the specific occupational area related to the internship/project	1	2	3	4	N/A

Professionalism and Ethics that include the following skills:

Demonstrates honesty, integrity, & ethical behavior	1	2	3	4	N/A
Shows courtesy and respect toward others	1	2	3	4	N/A
Good attendance, punctual, dependable	1	2	3	4	N/A
Manages time effectively; prioritizes tasks	1	2	3	4	N/A
Takes responsibility for learning; seeks to learn	1	2	3	4	N/A
Accepts advice, supervision, & coaching	1	2	3	4	N/A
Demonstrates persistence in completing activities	1	2	3	4	N/A
Brings tasks and projects to completion	1	2	3	4	N/A
Is safety-conscious and knows safety procedures	1	2	3	4	N/A
Understands the culture, etiquette, and practices of the workplace or the project client's organization and knows how to navigate the organization	1	2	3	4	N/A

For each of the ratings above in Part I, evidence (examples of performance) can be provided for any rating; however, for any skill with a rating of 1, please add required examples marked to coincide with the rated dimension below.

Part II. Position-Specific Technical Skills

Please list one to three position-specific technical skills of particular significance in your industry, occupation, workplace, or project that the student was clearly expected to demonstrate during the internship. **Please do not repeat general skills assessed in Part I.** Examples of position specific skills could include computer networking, accounting skills, event planning, and second language fluency, etc. that might appear as requirements on a job description.

Please rate the student’s foundational and applied workplace skills according to the rating skill below:

1
Skill Falls Below
Expectations

2
Skill Approaches
Expectations

3
Skill Meets
Expectations

4
Skill Exceeds
Expectations

<u>Skill</u>	<u>Rating</u>			
<input type="text"/>	1	2	3	4
<input type="text"/>	1	2	3	4
<input type="text"/>	1	2	3	4

Please record the number of hours that the student completed with your company here:

<input type="text"/>	Signature: _____
	Date: _____

Thank you for your time and effort in evaluating this student.

Weekly Check-in Meetings

The length and structure of the weekly check-in meeting should be scheduled the same time every week, typically the start of the week or the end of the week. Below are some guiding questions that may assist in the meeting.

Task Check-In

- How are the assigned tasks coming along? (related to the work plan)
- Are tasks on track? Are there enough/not too many tasks?
- Is the difficulty level of tasks appropriate?
- What are some lessons learned and challenges experienced?
- How may I assist you?

Skills Identified in the Learning Agreement/established during the Internship Orientation

- Have you been able to use or witness the skills being used?
- How may we facilitate use of the skills?
- What tasks or meetings may assist in developing the identified skills?

Intern Reflection

- What were three surprises you experienced or witnessed last week?
- What were three challenges you experienced or witnessed? How may we fix the challenges?
- Sometimes, the more we learn, the more questions we have about what we've learned. Do you have any questions that relate to this industry or this company?
- Did the last week reinforce your future educational or career goals? How?

Day 1-Orientation to the Workplace

Assume an intern has no knowledge of your working environment. Always go above and beyond in explaining the pieces below and periodically check for understanding.

a. **Tour the workplace with the student.** Give emphasis to:

- Reception area and admin support staff that may be points of contact to intern
- Kitchen area and proper kitchen protocols (i.e. washing dishes, storing food, consuming food, shared utensils or food containers, etc.)
- Emergency exits. Point out all emergency exits and the fact that elevators may not be operational during an emergency. Be sure to follow the most practical emergency exit to the location outside where the intern should meet with coworkers during an emergency.
- Copy room. Point out proper protocols to be used in the copy room (i.e. copy codes for projects, disposal and recycling).
- Intern host desk or office area.
- Intern desk or office area. Point out protocol for eating, recycling, trash, desk cleanliness, etc.
- Conference rooms. Point out how to reserve and use conference rooms and protocols for leaving the room after use.
- Be sure to introduce the intern to as many staff as possible, making introductions and the person's role in the company. Point out proper methods to communicate with office staff and staff to contact or report to when you are away from the office. Always have a second and third point of contact for interns.

b. **During the orientation, give emphasis to:**

- Use of mobile devices and company property (i.e. proper internet usage)
- The protocol for reporting a task is finished.
- Present an overview and products and services the organization provides. Interns should have previously done research. Point out organizational structure and functions of various departments.
- Discuss the Internship Work Plan & Learning Agreement with the intern.
 1. Review the projects and tasks developed in the Work Plan portion of the document. Discuss the tasks and associated skills that will be developed. Ensure clarity of understanding.
 2. Review the Internship Assessment with the student. Discuss questions about the skills.
 3. Discuss the skills the intern wants to develop during the internship. These skills may already be identified in the Work Plan, but if additional skills are identified by the intern, discuss ways to develop them during the internship. Complete the Learning Agreement portion of the document during this conversation.