

HENRICO COUNTY
DEPARTMENT OF HUMAN RESOURCES
Department Internship Manual



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Thank you for participating in the Internship Program!

This enhanced internship programs provides students a structured and supervised experiential learning opportunity in their chosen fields and your Agency and the County as a whole will also greatly benefit from the creativity, enthusiasm, and new skills-set obtained with specific tasks and special projects assigned through the Program. As an employer, the opportunity to gain from short-term support, fresh ideas, and valuable assistance is advantageous in augmenting productivity, especially during this time of expenditure reductions and restrictive hiring

Additional benefits of the Program include:

- Position Henrico County as an employer-of-choice for pre-professionals from local colleges, universities and high schools. Remember, today's interns might be tomorrow's future applicant pool.
- Ensure a year-round source of highly motivated pre-professionals who can assist with projects that have been on the back-burner, as well as free up staff to concentrate on more advanced assignments within your Agency.
- Provide a flexible, cost-effective workforce not requiring a long-term employer commitment.
- Integrate standardized processes throughout the County.

This Program Manual will evolve and change as the Internship Program progresses and we always welcome your feedback on what else we should include. Thanks again for participating in this Program!

TIMELINE - HENRICO COUNTY INTERNSHIP PROGRAM

Internship Program Timeline			
	Spring 2016	Summer 2016	Fall 2016
Contact Departments	September 15, 2015	October 16, 2015	April 20, 2016
Receive Info from Departments	October 6, 2015	November 13, 2015	May 18, 2016
Applications Posted	Post October-early November 2015 closing week after Thanksgiving	Post November -February 2016; closing March 7, 2016	June 2016
Hiring/Selection Process	December 2015	April-May 2016	July-August 2016
Program Commencement Date	January 2015	May 2016	late August- early September 2016
New Intern Orientation	January 2016	May-June 2016	September 2015
Mid-Point Intern Meeting	March 2016	Late June	late October to early November 2015
Board of Supervisor Meeting	n/a	late July 2015	n/a
Program Conclusion Date	May 2016	August-September 2015	December 2015
Mid Term Meetings	Date to be determined	Date to be determined	Date to be determined
NEO Currently scheduled	1/25/2016	Scheduled bade on 1 NEO per month on 3/30/15: May16, 2016 - college; June 13 - high school	Current schedule not available. (Late August, Early September)
	VCU classes start 1/19/2016		VCU classes start 8/25/2016

ROLES & RESPONSIBILITIES FOR INTERNS

Department of Human Resources

- Ensure a competitive interviewing and hiring process for all interns
- Post internship positions on www.henricojobs.com
- Assist in creating learning plans and objectives to meet the goals of the student, the outcomes expected by the department and the requirements of an academic advisor (if for credit); plans will also be linked to Henrico County Core competencies
- Offer a formal New Internship Orientation Workshop which will be required for all interns to orient them to working with the County and ensure that the internship is as successful as possible
- Send mid-point and final evaluations for both the student and the department
- Develop partnerships with local colleges/universities, as well as with Henrico County Public Schools
- Design an Intern Handbook for departments which will focus on making the internship successful
- Provide a central point for County-wide data on how many internships are held at the County each year including tracking ROI (return-on-investments) for interns being hired as full-time employees in future.

Department & Mentor Role

- Work with HR to create position description
- Develop work activities and learning objectives
- Assign supervisor/mentor for intern
- If student is receiving academic credit, Department will be responsible for completing paperwork associated with the student's for-credit work (this is typically just completing forms required by the school)
- Ensure intern has any required safety clothing/shoes and completes any department-specific safety training. (Departments can require that intern purchase required clothing such as safety shoes but will need to indicate this in internship posting.)
- Follow normal staffing processes as for any new employee for setting up email access and providing work space.
- For paid internships, ensure intern's timecards are completed each pay period
- Orient intern including:
 - Mission and Structure of Department
 - Intern's responsibilities
 - Use of equipment
 - Tours of facility
 - Introduction to co-workers
- Evaluate intern

ORIENTING YOUR INTERN TO WORKING WITH THE COUNTY

It is important that the intern view Henrico County as a place that they may want to work in the future given their career goals. One way to do this is to make sure that the intern learns about the County culture and working environment. Some ways to help your intern be exposed to other parts of the County are below. We welcome any additional ideas and suggestions you may have to share with others in the future!

Interns can.....

- **Attend Board of Supervisor meetings**
- **Have lunch with department head or assistant department heads**
- **Attend any social department events**
- **Review County Annual Report**
- **Explore County web site**
- **Shadow supervisor or others at meetings to learn more about specific department**
- **Attend regular staff meetings**
- **Be invited to lunch with co-workers**

WHAT IS AN INTERNSHIP?

An internship is any carefully monitored work or service experience in which a student **has intentional learning goals and reflects actively on what she or he is learning throughout the experience.** Internships promote academic, career and/or personal development.

Characteristics include:

- Duration of anywhere from a month, a semester or summer (usually doesn't last continuously more than six months)
- Generally a one-time experience
- May be part-time or full-time (during the summer)
- May be paid or unpaid when student receives credit for work

An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional "learning agenda" is structured into the experience. Learning activities common to most internships include learning objectives, observation, reflection and evaluation.

An effort is made to establish a reasonable balance between the student's learning goals and the specific work an organization needs to have done.

HOW TO IDENTIFY MEANINGFUL WORK FOR INTERNS

An intern's responsibilities may vary depending on whom you hire. Students searching for internships need to know the skills and duties required, significant projects he or she will complete and as much about the internship as possible prior to applying or interviewing. Given this information, applicants will have a clearer understanding of the internship and the field it will allow them to explore.

While such tasks as filing, answering a telephone or assembling mailings are routine with any job, these should not be the intern's primary responsibilities unless they are in a program focused on developing office assistant skills. Remember that the student is participating in the internship to gain experience in his or her field. However, these secondary tasks need not be excluded – it is important to provide an intern with a genuine work experience.

The most essential step to a successful internship is deciding what kinds of work and projects the intern will do, and managing the process throughout the internship. Interns want to be challenged. The top issue in unsuccessful internships is not having enough work for the intern to do – rarely is the reverse true. The best way to structure the internship work is to plan for three types of work:

1. Project work – This can be a special analysis or project that will require the intern to use his/her skills related to his/her major area of study. This work should be what draws the applicants to this position to give them experience for his/her future career.
2. Background work – This should be some general work that is not time-sensitive and may be less than exciting, but the work is important and requires some skill. The intern should be able to keep busy and feel productive with this work during times when the project work is “on hold” (i.e. waiting for approval or clarification).
3. Unexpected work on issues that arise during the normal ebb and flow of business – This could also be called “helping put out the fires”. Providing interns with a taste of the true nature of your department and the wide variety of issues that employees must handle is a valuable experience. Interns appreciate the challenge and variety that comes from helping with these new tasks.

SOME POTENTIAL EXAMPLES OF WORK FOR INTERNS

- Create support materials such as charts, graphics, spreadsheets and other visuals
- Prepare presentations
- Attend staff meetings
- Assist in projects
- Collect, compile and present statistics
- Create proposals
- Critique website for usability
- Plan and coordinate event or meeting
- Create a County manual
- Organize community hearings
- Perform inventories
- Analyze citizen fees
- Write reports for Courts
- Attend meetings with community leaders: civic, government, business and political
- Develop a financial forecast
- Perform study or survey including analysis and recommendations
- Analyze and present survey results
- Write internal communications
- Benchmarking studies
- Collect and analyze data
- Develop comprehensive plan
- Website creation/development
- Analytical and administrative work
- Draft policy
- Create databases
- Create Best Practices
- Analyze department budgets
- GIS projects
- Research topics for training classes
- Attend Board of Supervisors meetings
- Manage stock, take inventory, receive and ship materials, maintain database of materials
- Assist in mechanical repairs to pumps, compressors and tanks
- Assist in instrumentation and electrical repairs
- Assist in fabrication of parts and blueprint reading
- Prepare glassware and samples for analysis in Labs
- Perform a wide variety of laboratory tests
- Prepare reagents and standards used in analytical procedures
- Conduct sample preparation through digestion, filtration and dilution

High School interns can work on any work relevant to their specific Career and Technical Education (CTE) Program.

Types of Interns

Level	Reason for Interning	Why Hire?
High School	Career Exploration	May continue as interns through college; experience may increase students' desire to graduate/pursue higher education
Undergraduate	Career exploration (lower classmen); professional career development (upper classmen)	More work experience; may be interested in full-time work in the future with the County; word of mouth exposure on campuses for Henrico County
Graduate	Professional Career Development	More work experience; more advanced skill set; may want to work full-time for the County in the future

Working with your Intern on Learning Goals

Every intern has identified key learning goals specific to the internship within your Department. These learning goals have been sent to each supervisor and it is important that you discuss these goals with your intern as soon as possible. It may be that the student wants to revise the original goals based on information they learned during the interview. Each intern should have three learning goals and they will be asked to provide feedback at the end of the internship on if their learning goals were accomplished. Interns will also be provided the Learning Goal's form during the New Internship Orientation and have also been provided a Learning Journal with recommendations on how to document their learning experiences during this internship.

The next page includes a form to use with your intern. You should plan to review this form every time you have an update meeting with your intern.

Internship Learning Goals

Student Name: _____ Department: _____

Learning Goals:	What do you intend to learn during this internship?	How will you achieve these goals using the internship job description and discussions with your supervisor?	Completion Date
Student Learning Goal #1			
Student Learning Goal #2			
Student Learning Goal #3			

When the internship is over, please send a completed form via interoffice mail at WGC - ECS or email to lum@henrico.us

Guidelines for Leading Gen Y

1. **Make their first day memorable.** Personally greet them on their first day in the lobby when they arrive. Take them on a tour; have a special gathering of the person's peer group to meet and greet them; introduce them to people; take them to lunch.
2. **Get to know your Gen Y employees and their individual capabilities.** Show your Gen Y employees you genuinely care about their success in your organization—and in life in general. Gen Yers feel more comfortable in informal settings, so go for a walk, take them to lunch, have coffee—whatever works best for them.
3. **Treat Gen Yers as colleagues.** This generation wants to be regarded as colleagues who add value, not subordinates. Treating them respectfully to get their respect.
4. **Establish coaching relationships.** Simply telling your Gen Y employees to work hard and they'll advance is not good enough. Gen Yers want leaders who are teachers willing to help them grow and improve. Make yourself available as a dynamic source of learning, providing resources, tools, and learning goals as needed to help them achieve their goals. Immediately outline a plan, preferably within the first week of their employment and refer back to it regularly during one-on-one status meetings.
5. **Don't delay feedback.** Don't wait for performance evaluation time to tell them what they're doing right or wrong: tell them yourself DAILY. If your Gen Y employee has done a good job, tell them immediately and also share why it was such a good job. Avoid harping on the negative, and make it a habit to accentuate the positive. Above all, get them moving ahead on the right track immediately. Gen Yers want to make meaningful contributions immediately, so help them meet their high expectations of themselves.
6. **Tie rewards and incentives to performance only.** Clearly outline goals and rewards for everything. Be very clear on what you want done and what they will get when it's done. Make a reward *increased responsibility*. New challenges and constant stimulation keeps Gen Yers motivated, but that doesn't have to mean promotions. Find ways to challenge them within their current positions until they *deserve* to be promoted.

7. **Consider customizing assignments or, if possible, a flexible schedule as rewards for high performance.** Gen Yers appreciate a leader's attempts to balance work requirements with their other commitments. They also want to work faster and better than anyone else. Empower them to be creative within the crystal clear boundaries you set around goals, deadlines, and guidelines. This offers them the flexibility they desire and the security of knowing they're on track. Use the best assignments and, if possible, flexible schedules as rewards for high performance.
8. **Map their personal goals back to tasks.** Find out what they want out of their jobs, what gets them excited, and try to map those back to tasks and projects you assign them. This enables you to explain how this task or project relates to their job advancement and helps you get them to understand its importance. Once they complete the task or project, you can review with them what they accomplished and discuss how it benefits them.
9. **Help Gen Yers meet their high expectations of coworkers.** This generation views their colleagues as vast reservoirs of knowledge and expertise. Identify seasoned employees who are experts in various skill sets, and set up formal and informal mentoring and coaching opportunities between them and your Gen Y employees. Position every older employee on your team as a teacher with something valuable to offer your Gen Yers.
10. **Create a "we value you" culture.** Ask your employees if they think you have a fun and/or enjoyable work environment. If the answer is not positive, ask a Gen Y employee to head-up an age-diverse "task force" to brainstorm what could make things more enjoyable. Many of your Gen Y employees may not yet be married, so encourage them to invite a friend or family member to work events like office picnics and holiday parties.

(Adapted from Managing the Generation Mix, Carolyn A. Martin, PH.D. and Bruce Tulgan, 2006; Millennials Incorporated, Lisa Orrell, 2008)

TEN CONCERNS OF INTERNS:

1. Give us real work!

It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.

2. Do what you say, and say what you do!

Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.

3. We like feedback!

Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.

4. We want to be included too!

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.

5. Please explain.

When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. I want a mentor!

Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.

7. A minute of your time please.

The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

8. Be prepared!

That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.

9. Um...I need a chair.

It is amazing how many employers hire an intern and don't think about the fact that they will need a desk, chair, phone and a computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.

10. Show me the money (as best you can).

While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.

Information adapted from *Starting and Maintaining a Quality Internship Program 5th edition*, Messiah College, Grantham, PA 17027

Sample Orientation Checklist

- Review County Structure and Your Agency structure

- Explain need-to-know items
 - Parking
 - Work area
 - Specific work days/times
 - Office hours/breaks/lunches
 - Any upcoming vacations
 - Timecard process
 - Attendance and Punctuality
 - Work attire
 - Department of Human Resources – Rules and Regulations
 - Computer Use Policy
 - Equipment Policies
 - Smoking Policy
 - Henrico County Core Competencies

- Review the internship
 - Job description
 - How the Internship relates to the County
 - Learning goals
 - Expectations

- Work process
 - Weekly meetings
 - Resources
 - Communication
 - Evaluations – mid-point and final

- Orientation to your Department
 - Notify staff of new intern
 - Introduce the intern to staff
 - Make personal introductions and explain work relationships
 - Give a tour

SAMPLE INTERNSHIP POSITIONS

(This was used for the job postings in March 2013.)

High School Sample

Internship Title: Maintenance Assistant Intern, Central Automotive Division, General Services

General Statement of Duties

This is an internship position for high school students who will work as a Maintenance Assistant intern in the Central Automotive Division of General Services. Students will perform semi-skilled to skilled work assisting a mechanic or in completing routine maintenance and repair tasks independently.

Essential Duties

Intern will assist mechanic in maintaining, repairing, cleaning, replacing and installing small engines and other County property. They will have knowledge of hand tools and their uses and care as well as good knowledge of the occupational hazards and safety precautions of the trade. They will perform tasks that require some physical effort and also have the ability to understand and carry out oral and written instructions. Interns will work Monday-Friday's from 8:00 am – 1:00 pm. Intern will be required to purchase safety shoes with an estimated cost of \$80.

College/University Sample

Internship Title: Engineering Aide Intern, Department of Public Works

General Statement of Duties

This is an internship position for college students who will be assigned to the County's Department of Public Works. Students will perform skilled use of surveying instruments, GPS and GIS Systems, and engineering-related equipment and systems.

Essential Duties

Intern will assist with surveys, compile statistical data into routine reports and prepare basic informational reports to support department. They will also conduct research and gather information and data needed to correctly analyze department projects. Intern will also assist in preparation or maintenance of various plans, maps, drawings and charts. They will have knowledge of civil engineering principles and practices as well as knowledge of mathematics through trigonometry. They need an ability to read and interpret engineering plans and understand plan specifics as well as perform or check calculations, Physical condition that permits working out of doors and in adverse conditions and temperatures is needed. Interns will work a 29-hour work week between the hours of 8:00 am to 4:30 pm Monday through Friday.

FREQUENTLY ASKED QUESTIONS

Are interns held to similar standards as employees? For example, on-time to work and notice of absences, etc.?

Yes, all interns will be held to the same standards as regular employees. They will be expected to report to work on time and to provide notice of any absences. If the intern does not adhere to the standards, discussions should be held with the intern by the supervisor/mentor. This is a learning opportunity for many students who may be new to the workforce and completing their first internship experience with Henrico County.

Can internships continue after their original end dates if the student is successful and we would like to continue using them?

The original end date should be a set date. On occasion, if a department would like to extend the end date, please contact the Internship Coordinator, Debbie Lumpkin @lum@henrico.us or 501-7206 who will seek approval of Director of HR, Paula Reid.

Can the tasks of the intern change during the process if we identify their skills could be better used on a different project?

Yes, tasks can change during the internship but a discussion needs to be held with the intern and discussed with HR by contacting the Internship Coordinator, Debbie Lumpkin at lum@henrico.us or 501-7206. Learning Plans will need to be updated. Any changes will also need to be reviewed for any impact on for-credit internships.

Is the intern matched to a specific supervisor/mentor? Can this person change during their internship?

The intern's supervisor/mentor should remain the same during the entire period of the internship. Exceptions can be made depending on why the supervisor will need to change but for the best learning experience, it is best to have the same supervisor. Departments will match the supervisor/mentor to the interns and it will be up to the department to decide who will work with each intern. There can be developmental opportunities for non-supervisors to supervise/mentor the interns so this is an option if you have any employees who have expressed interest in gaining supervisory experience. However, for timecards and any other system-related tasks, there needs to be someone who is a supervisor to generate/approve items.

What is expected from the supervisor/department to help benefit the intern? For example, is the department to write a paper on the work done to give the student credit? How much time from a supervisory standpoint should be dedicated to the intern?

The primary task that departments will need to complete for each intern is to discuss and agree on specific learning goals for the intern during their internship and then to hold regular meetings with the intern. There is no need to write any type of paper from the HR perspective. However, if you do have for-credit interns, you would have to complete any required paperwork from their school. Usually this is a form or two plus regularly scheduled meetings. For all interns, HR will send a mid-term evaluation to the intern as well as supervisor and then a final evaluation at the end of the internship.

How are timecards handled?

Your department should follow the regular processes you currently use for reporting time. Paid interns cannot work more than 29 hours per week. No benefits are provided for these positions.

What are the expectations from the department at the completion of the internship? Will the intern be reviewed like a performance appraisal?

There will be an evaluation modeled after the performance appraisal which is included in the Internship Manual.

What happens if there is a performance problem with the intern?

The internship provides the student opportunities to learn to deal with problems which arise from work duties and interpersonal relationships. If a situation or questions arise regarding the student's role or responsibilities, the intern is encouraged to discuss concerns with their supervisor. If the intern and supervisor are unable to reach an understanding acceptable to both parties, please contact the Internship Program Manager or Internship Coordinator.

Are there exit interviews planned by HR so that the intern can offer insight on what went well and what didn't to help the department plan better for the future? Should this be done by the department? Or what about monthly reviews to ensure the intern is receiving the challenge and knowledge they anticipated?

Monthly reviews/meetings are recommended for each intern. Evaluations will be incorporated into the mid-point and final evaluations that will be sent by HR. Short weekly or bi-weekly meetings are recommended between the intern & supervisor to see how things are going and if there are any issues. HR will also be recommending to interns that they keep a journal of their internship learning experiences. A journal is valuable for the intern as it can be used in conjunction with the Learning Plan as a basis for a discussion but only the Learning Plan is mandatory at this time.

What are the primary differences between a high school and a college intern as far as work expectations? Are they similar? What suggestions can you offer to help me identify which would best meet my needs?

The work expectations will be similar between both high school and college interns. The primary reason for the internships will be career exploration and some skill development. The main differences between a high school intern and a college intern is most high school interns are younger (either junior or seniors in high school), they may have never worked before or this is their first internship experience. With our partnership with Henrico County Public School's Career and Technical Education Program (CTE), students are in specific programs that may or may not include going to college after the completion of high school. For example, students in their HVAC program often are going directly to work within the HVAC industry after graduating from high school. Their skills (and learning goals), will be very specific to HVAC tasks. For the CTE High Tech Academy, many of these students may be planning to go into engineering and IT positions and internships that expose them to these professions are beneficial. For the pilot internship program in summer 2012 at the Water Reclamation Facility, both of the high school students were from the High Tech Academy. Each student indicated that seeing the nuts and bolts of a water treatment facility was valuable to their academic goals. If you are interested in considering working with a high school intern from the CTE program and have questions, please let us know.

For college interns who are a freshman or sophomore, many will be similar to the high school interns in that they are doing career exploration with some skill development. For junior/seniors in college or graduate students, the internships will be more task-focused specific to their profession. For example, an intern who

is in a mechanical engineering program will want to perform some type of work associated with mechanical engineering. We will help you with identifying what will be the best students to target based on the work you have a need for interns to perform.

Is there a difference in tasks given to an intern depending on if they are paid or if they are working for school credit? More specifically, if they are working for credit, does that work need to meet more specific goals to qualify? For example, if the intern is studying computer technology for school does the project need to fall within a specific realm of programming, etc., or would performing data entry qualify? Does the school advisor approve the work?

There should be no differences in tasks given to a paid or for credit intern as both internships should focus on their academic programs. For the credit internships, the school will have specific goals that the student needs to accomplish during the internship which are focused primarily to their academic program. There will be differences between the schools we recruit from but we expect most of them will require the supervisor to work directly with the intern and not have much contact with the school advisor.

What is a Learning Plan?

The Learning Plan is in the manual and will also be provided to the intern. When students apply for the internship positions on www.henricojobs.com, they are required to write a half-page statement on why they are interested in the specific internship and then to provide at least three learning goals for their internship. For students who are “hired” as interns, these documents will become the foundation of putting together a Learning Plan between the intern and supervisor. However, departments should be flexible and if there is an opportunity for an intern to learn something valuable that they did not identify on their Learning Plan, it can be incorporated into the Plan at a later date.

It might be helpful to create an online reference manual for the supervisor/department to help address some questions that may arise.

This Manual is expected to be put online in the future.

What are the criteria for an intern to drive a County vehicle?

Students must be 21 years old and enrolled in a college degree program in order to drive a County vehicle. High School students cannot drive County vehicles. A DMV release form needs to be completed and interns are required to complete an eight-hour Defensive Driving Course delivered by Risk Management. Departments should work directly with Risk Management to coordinate this and interns will receive pay (if a paid internship) or credit (if a for-credit internship).

INTERNSHIP EVALUATIONS

The student intern and the supervisor will both complete mid-term and final evaluations. The mid-term evaluation will consist of open-ended questions on how the internship is progressing so far from both the student's and department's perspective. This evaluation will be done via email and Human Resources will send a message directly to the student as well as the department. The evaluation will consist of three questions:

- 1) What aspects of the internship are you the most satisfied with? (student & supervisor)
- 2) What recommendations would you make to improve the internship? (student & supervisor)
- 3) Are you experiencing any problems or concerns that you would like to discuss with the Internship Program Manager or Coordinator?

A final evaluation will also be conducted by both the student and department and will be sent the week of August 12th for completion at the end of the internship. Samples are below for both the intern and department supervisor. This evaluation will either be conducted via email or Survey Monkey and Human Resources will send a message directly to the student and department supervisor for this evaluation.

Please remember that you should keep your intern continually informed (weekly, bi-weekly) on how well they are performing and what is expected of them. Let your intern know when work is done well and give the opportunity to improve/correct problems before the end of the assignment.

Final Henrico County Internship Student Evaluation of the Internship Program

Name: _____

School: _____

Supervisor: _____

Major: _____

Evaluation Period: Fall Spring Summer Year _____

Experience was: *(Check all that apply and indicate the number of credit hours received)*

	For Pay	# of Hours received as credit	_____	# of hours <u>internship hours</u> <u>at Henrico</u>	_____
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Directions: Objectively evaluate your experience using the rating scale shown below.

5 = Outstanding (additional
comments welcome!)

4 = More than Acceptable
(additional comments welcome!)

3 = Acceptable (indicate reason: what
or why)

2 = Needs Improvement (indicate
reason: what or why)

1 = Unacceptable (indicate reason: what or why)

N/A = Not applicable

WORK EXPERIENCE	RATING	COMMENTS, EXAMPLES
Relationship of Work to Career Goals		
Training Received		
Supervision Received		
Level of Responsibility Assigned		
Abilities Utilized		
LEARNING EXPERIENCE		
Learned Information, Skills, or Techniques Not Learned in Class		
Gained Career / Professional Knowledge		
Relationship of Academic Assignments to Work		

PERSONAL DEVELOPMENT		
Gained Greater Self-Confidence		
Improved Understanding of Strengths, Weaknesses		
Met People who Contributed to Professional Growth		
OVERALL PERFORMANCE RATING		

What do you consider the best aspects of your internship experience?

What types of work experiences helped you to meet your learning goals?

In what ways, if any, did the internship experience not meet your needs?

What recommendations do you have for improving the internship program or experience?

Additional Comments

Would you be interested in a future internship opportunity with Henrico County? ___ Yes ___ No (WHY)

Student's Signature _____ Date: _____

Please make copies for your records and return completed form to lum@co.henrico.va.us

Henrico County Supervisor's Evaluation of Intern

To be completed by the supervisor and discussed with the intern and submitted to Debbie Lumpkin.

Student: _____ **Department:** _____

Major: _____ **Supervisor:** _____

Total number of hours worked during this internship _____

Experience was: (Check all that apply)

For Academic Credit (indicate total hours intern completed)

For Pay

Internship Time Period (Start date – End date) _____

Directions: Objectively evaluate this student's Overall performance using the scale shown below and provide comments/examples below. You may attach additional pages necessary.

5 = Outstanding

3 = Acceptable (indicate reason why)

1 = Unacceptable (indicate reason why)

4 = More than Acceptable

2 = Needs Improvement (indicate reason why)

N/A = Not applicable

PERFORMANCE ITEM	COMMENTS, EXAMPLES
Communication	
Personal Accountability	
Functional Expertise	
Leading and Influencing	
Managing and Transferring Knowledge	

Results Driven	
Serving Customers	
Technological Literacy	
Understanding the Business of Henrico County	
OVERALL RATING OF THIS INTERN	

Please comment on the intern's strengths as well as how she/he may improve performance:

Would you be interested in having **interns** work with you in the future? Yes No (WHY)

Supervisor's
Signature _____

Date _____

Please make copies for your records as needed and return completed form to Debbie Lumpkin

INTERNSHIP PAY GRADES – ALL INTERNS WILL BE PAID AT STEP 2 IN THE SPECIFIC PAY GRADE:

- Intern I – High School junior or senior
- Intern II – College/University student
- Intern III – Graduate level student in College/University

Step 2				
HT Job Code	HT Job Title	FLSA	HT Pay Grade	Hourly Pay Rate Effective 10/3/15
G.X.M.0001	Intern I	Non-Exempt	HT.12	10.50
G.X.M.0002	Intern II	Non-Exempt	HT.15	12.08
G.X.M.0003	Intern III	Non-Exempt	HT.18	13.91

INTERNSHIP PROGRAM EVALUATION

The Department of Human Resources will be asking for detailed feedback from departments on the processes and procedures for this redesigned internship program. There are things we already know that we want to change but really need your feedback on what has worked what we should consider changing for the future. We'll be in touch with you again at the end of this semester about program feedback.

INTERNSHIP PROGRAM – DEPARTMENT OF HUMAN RESOURCES CONTACTS

Debbie Lumpkin
Internship Coordinator
lum@henrico.us
501-7206