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**LOS ANGELES UNIFIED  
SCHOOL DISTRICT  
WORK-BASED LEARNING  
VENDOR GUIDEBOOK**

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Revised: August 2013

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## 1) Introduction

The Los Angeles Unified School District is committed to graduating students college and career ready. The Linked Learning model, a teaching and learning approach, transforms students' high school experience by bringing together strong academics, in partnership with rigorous career preparation and real-world experiences to help students gain an advantage in high school, postsecondary education, and career preparation. Students follow industry-themed pathways, choosing among fields such as engineering, arts and media, or biomedicine and health. A strong work-based learning component offers students opportunities to learn through real-world experiences that enhance classroom instruction.

## 2) Work-Based Learning Definition

Work-based learning is an instructional strategy that is essential in preparing all students for success in post-secondary education and careers and is a core component of the Linked Learning approach. The primary purpose of work-based learning is to expose students to future career options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interaction with industry or community professionals that link to school-based instruction. All work-based learning experiences are intentionally designed to help students extend and deepen classroom work. The term "work-based" does not mean the experience must occur at a workplace or during the standard "work day."

## 3) Types of Work Based Learning Experiences and Definitions (as outlined on the attached Work-Based Learning Continuum chart on page 6)

### Career Awareness

Career Awareness experiences are those that help students build awareness of the variety of careers available, build awareness of the post-secondary education expected for these careers, and broaden students' options by helping them become aware of opportunities available across a wide range of industry sectors that they might not otherwise have become aware.

A single Career Awareness experience has the following defining characteristics:

- The experience contributes to the student's achievement of the Career Awareness outcomes.
- Industry or community partners from outside the school are present (actually or virtually) for what is typically a one-time experience and most often offered to students in groups.
- The experience is designed and shaped primarily by educators and partners to broaden the student's options by introducing the student to careers and occupations about which he/she may never otherwise have known.
- The experience calls explicit attention to the types of careers available, the people in them and what they do, and the post-secondary education associated with those careers.
- The student has the opportunity to reflect on what they have learned and begin to identify interests to focus further exploration.

Experiences may include:

- Workplace tour
- Guest Speaker
- Career Fair

## Career Exploration

Career Exploration provides students with the opportunity to explore career and post-secondary options in a way that contributes to motivation for learning and informs students' decisions about further experiences and career and educational options. Compared to Career Awareness experiences, Career Exploration experiences are designed to enable students to learn about targeted careers more deeply, are more personalized to the student's interests, and give the student a more active role in selecting and shaping the experience.

A single Career Exploration experience has the following characteristics:

- The experience contributes to the achievement of the Career Exploration outcomes.
- The student has direct interaction (actual or virtual) with professionals from industry and the community in what is typically a one-time experience that provides opportunities for an individual student or very small groups of students to interact with partners.
- The experience is personalized to connect to emerging student interests, and helps the student refine areas of interest and explore a variety of careers and interests more deeply.
- The student takes an active role in selecting the experience, and applies growing knowledge and awareness of careers to interact with partners, analyze information gained, and reflect upon, refine, or identify new interests.
- The experience contributes to the student's ability to make informed decisions at key transitions in their education and career including decisions about pathway selection in the transition from middle school to high school, decisions during high school about the selection of courses and other learning experiences, and decisions about post-secondary options.
- The experience contributes to preparing the student with the basic skills necessary for higher-intensity work-based learning experiences (Career Preparation and Career Training.)

Experiences may include:

- Informational Interview
- Job Shadow

## Career Preparation

All Career Preparation experiences support higher-level college and career readiness student outcomes, include extended interaction with professionals from industry and the community, and are designed to give students supervised practical application of classroom learning.

A Career Preparation experience has the following characteristics:

- The experience contributes to the student's achievement of Career Preparation outcomes.
- The student has direct, systematic, two-way interaction with professionals from industry and the community over an extended period of time.
- The student engages in activities that have consequences beyond the class or value beyond success in school and are judged by outside professionals from industry and the community using industry standards.
- Learning for the student and benefit to the partner are equally important to all involved.
- The experience is an integrated part of a sequential preparation for college and career and is also explicitly integrated into the student's current academic and technical curriculum.
- The depth and length of the experience is sufficient to enable the student to develop and demonstrate specific knowledge and skills.
- The experience prioritizes the development of transferable, applied workplace skills applicable to multiple career and postsecondary education options, while also reinforcing and providing opportunities to apply the basic and higher-order academic skills and technical skills being learned in the classroom.

Ideally, students have more than one Career Preparation experience in high school. Each Career Preparation experience is designed to support all of the following student outcomes. If for some reason a particular Career Preparation experience cannot include all of these outcomes, additional experiences will be needed.

- Collaboration and Teamwork
- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Management
- Initiative and Self-Direction
- Professionalism and Ethics
- Quantitative Reasoning
- Technology
- Workplace Context and Culture

## Career Preparation Includes Internships and Practicum

### Internships

An internship allows the student to apply career-readiness and academic skills in a workplace setting, over a number of weeks, focused on student outcomes described in this section. The industry and community professional serves as employer, supervisor and mentor to the student, and the work students do is connected back to both the academic and career technical courses in the pathway. Internships can occur during the 11th or 12th grade or during the summer between those grades. An internship is often the culmination of high school work-based learning experiences.

### Types of Internships

Internships can be paid or unpaid. In order to provide an authentic work experience interns can receive a wage or some other form of compensation such as a stipend, subsidy, grant, or award. Internships allow students to learn while they gain work experience in their respective career pathway. Mentors and supervisors work with the students to make sure they are learning the necessary on-the-job skills to be prepared for the industry and postsecondary experiences.

Internships can occur:

- During school hours using the linked-learning approach
- After school hours
- During winter, spring and/or summer breaks

When students do an internship, all child labor laws and regulations, and California Education Code sections must be followed. (For a general summary of minors' work regulations, see attachment entitled STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT–CERTIFICATE OF AGE—page 11-12. This form must be completed by the student, parent, and employer prior to obtaining a position.)

## Practicum

In a practicum experience, students interact with industry or community professionals to apply career readiness and academic skills over a number of weeks and the experience may or may not include time at an actual workplace. Industry and community professionals may serve as technical mentors, clients of student services, evaluators of work products and additional roles. Like all Career Preparation experiences, practicum experiences involve industry partners, support the student outcomes, and meet the quality criteria. Practicum experiences can be implemented through a variety of different strategies including:

- Multi-disciplinary project based learning
- Student-led school-based enterprises
- Social enterprises
- Service learning
- Virtual enterprises
- Career related student competitions

In a Linked Learning context, practicum experiences are ideally embedded in or at least connected to multi-disciplinary projects as often as possible.

## Career Training

Career Training experiences prepare students for employment in a specific range of occupations. Career Training experiences in high school are most suitable for 11<sup>th</sup> and 12<sup>th</sup> grade students; and Career Training is a primary strategy in post-secondary education and often connects to work leading to industry certification.

Career Training experiences have the following characteristics:

- Students have direct, systematic, two-way interaction with professionals from industry and the community over a period of time. The benefit to the industry partner takes on a primary role and the student produces valuable work that furthers the partner's organizational goals.
- Students have the opportunity for in-depth discovery and experience of a particular career and range of occupations.
- The depth and length of the experience is sufficient to enable students to develop mastery of college and career-readiness skills and occupation-specific skills.
- Students complete certifications, apprenticeships or other training required for a particular career or range of occupations.

#### 4) Roles and Responsibilities

Vendors will:

- Collaborate with school staff to create learning opportunities for students at the workplace (ie, internships, practicum).
- Train, coach, and guide students at the workplace.
- Evaluate student progress toward learning objectives and achievement of workplace skills.
- Complete student assessment following the internship.
- Maintain ongoing communication with teachers.
- Provide effective supervision and promote safety at the workplace.
- Adhere to all child labor laws.
- Communicate with school personnel regarding issues that arise in the workplace.

#### 5) Legal Documents and Child Labor Laws

- STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT—(page 11-12)
- All employers must agree to the respective business partnership agreement form if providing an internship opportunity. (Business partnership forms are attached—page 7-10)
- All vendors that employ student interns must abide by all state and federal child labor laws. More information can be attained on the following website: <http://www.cawee.org/laborlaws.htm>. **For more information** about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.

#### 6) District Forms and Procedures

- Work-Based Learning Continuum—page 6
- Paid Internships for Work Experience Education Credit—page 8
- Paid Internships Not for Separate Credit—page 9
- Unpaid Internships Not for Separate Credit—page 10
- Unpaid Internships for Exploratory Work Experience Credit—page 11
- Statement of Intent to Employ a Minor and Request for Work Permit—Certificate of Age—page 12-13
- How-To Guide for Job Shadow Day and Workplace Tours—page 14
- How-To Guide for Internships—page 26

# Diagram: Work-Based Learning in Linked Learning

## Work-Based Learning Continuum

### Career Awareness

#### Learning ABOUT work.

Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

#### Experiences vendors might provide:

- Workplace tour
- Guest speaker
- Career fair participant
- Participate in industry themed class projects
- Judge student competitions
- Lead a workshop on resume writing, interviewing techniques or professional etiquette

#### Other:

Connect schools to resources, programs, and/or funders.

### Career Exploration

#### Learning ABOUT work.

Explore career and postsecondary options for the purpose of motivating students and to inform their decision making in high school and post-secondary education.

#### Experiences vendors might provide:

- Workplace tour
- Guest speaker
- Informational interview
- Job shadow
- Virtual exchange with school
- Participate in industry themed class projects
- Career fair participant
- Job related classroom & recruitment presentation
- Collaborate with teachers to help integrate industry trends into curriculum and projects
- Judge student competitions
- Lead a workshop on resume writing, interviewing techniques or professional etiquette
- Participation in mock interviews

#### Other:

Participate in the school's advisory board.

### Career Preparation: Practicum and Internships

#### Learning THROUGH work.

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

#### Experiences vendors might provide:

- Internship
- Mentoring
- Involvement in student-run enterprise
- Virtual enterprise or other extended online interactions
- Participation in projects through industry career technical student organizations
- Participation in service learning projects and social enterprises
- Participation in mock interviews

#### Other:

Host teacher externships.

### Career Training

#### Learning FOR work.

Train for employment and/or postsecondary education in a specific range of occupations.

#### Experiences vendors might provide:

- Internship
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience



## Vendor Opportunities of Engagement

There are many ways employers share their time, expertise, and support with schools. Please review the following activities and **check** whether your company is already engaged in this activity, committing to engage in the activity, or not interested in engaging in the activity.

	Already doing	Committing to do	Not interested in doing
<b>Career Awareness Experiences:</b>			
• Workplace Tour			
• Guest Speaker			
• Career Fair Participant			
• Participate in industry themed class project			
• Judge student competitions			
• Lead a workshop on resume writing, interviewing techniques or professional etiquette			
Other: Connect schools to resources, programs, and/or funders.			
<b>Career Exploration:</b>			
• Informational interview			
• Job Shadow			
• Virtual exchange with school			
• Job related classroom & recruitment presentation			
• Collaborate with teachers to help integrate industry trends into curriculum and projects			
• Participate in mock interviews			
Other: Participate in the school advisory board.			
<b>Career Preparation:</b>			
• Internship			
• Mentoring			
• Involvement in student-run enterprise			
• Virtual enterprise or other extended online interactions			
• Participation in projects through industry career technical student organizations			
• Participation in service learning projects and social enterprises			
<b>Career Training:</b>			
• Apprenticeship			
• Clinical experience			
• On-the-job training			
• Work experience			

(Adapted from a Los Angeles Area Chamber of Commerce survey.)

We (Vendor, Company, Organization) agree to offer the work-based learning experiences indicated in the chart above during the term of our contract.

\_\_\_\_\_  
Name and position

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date









**STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT–  
CERTIFICATE OF AGE**

CDE B1-1 (Rev. 07-10)

A “STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT–CERTIFICATE OF AGE” form (CDE B1-1) shall be completed in accordance with California *Education Code* 49162 and 49163 as notification of intent to employ a minor. This form is also a Certificate of Age pursuant to California *Education Code* 49114.

*(Print Information)***Minor’s Information**

Minor’s Name <i>(First and Last)</i>		Home Phone	
Birth Date	Social Security Number	Grade	Age
Home Address		City	Zip Code

**School Information**

School Name	School Phone	
School Address	City	Zip Code

**To be filled in and signed by employer. (Please review the General Summary of Minors’ Work Regulations on reverse.)**

Business Name or Agency of Placement	Business Phone	Supervisor’s Name
Business Address	City	Zip Code

Describe nature of work to be performed: \_\_\_\_\_

*In compliance with California labor laws, this employee is covered by worker’s compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, color, national origin, ancestry, age, physical handicap, or medical condition. I hereby certify that, to the best of my knowledge, the information herein is correct and true.*

Employer’s Name <i>(Print First and Last)</i>	Employer’s Signature	Date
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**To be filled in and signed by parent or legal guardian**

*This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that to the best of my knowledge and belief, the information herein is correct and true. I request that a work permit be issued.*

Parent or Legal Guardian’s Name <i>(Print First and Last)</i>	Parent or Legal Guardian’s Signature	Date
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**For authorized work permit issuer use ONLY**

Maximum number of hours of employment when school is in session:

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
Proof of Minor’s Age <i>(Evidence Type)</i>				<b>Check Permit Type:</b> <input type="checkbox"/> *Full-time <input type="checkbox"/> **Workability <input type="checkbox"/> Restricted <input type="checkbox"/> General <input type="checkbox"/> *** Work Experience Education, Vocational Education, or Personal Attendant			
Verifying Authority’s Name and Title <i>(Print)</i>							
Verifying Authority’s Signature							

\*EC 49130 | \*\*Permit Type defined by local school | \*\*\* Special Education Grant

Conv–District or County Superintendent; Employer: Parent or Legal Guardian

**(Over)**

**STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT—  
CERTIFICATE OF AGE**

CDE B1-1 (Rev. 07-10)

**General Summary of Minors' Work Regulations**

FLSA-Federal Labor Standards Act, CDE-California Department of Education, *EC-California Education Code*, *LC-California Labor Code*, *CFR-California Federal Regulations*

- **If federal laws, state laws, and school district policies conflict, the more restrictive law (the one most protective of the minor) prevails. (FLSA)**
  - Employers of minors required to attend school must complete a "Statement of Intent to Employ a Minor and Request for Work Permit" (CDE B1-1) for the school attendance for each such minor. (*EC 49162*)
  - Employers must retain a "Permit to Employ and Work" (CDE B1-4) for each such minor. (*EC 49161*)
  - Work permits (CDE B1-4) must be retained for three years and be available for inspection by sanctioned authorities at all times. (*EC 49164*)
  - A work permit (CDE B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor. (*EC 49164*)
  - A day of rest from work is required in every seven days, and shall not exceed six days in seven. (*LC 551, 552*)
- Minors under the age of 18 may not work in environments declared hazardous or dangerous for young workers, examples listed below: (*LC 1294.1 and 1294.5, 29 CFR 570 Subpart E*)
1. Explosive exposure
  2. Motor vehicle driving/outside helper
  3. Roofing
  4. Logging and sawmilling
  5. Power-driven woodworking machines
  6. Radiation exposure
  7. Power-driven hoists/forklifts
  8. Power-driven metal forming, punching, and shearing machines
  9. Power saws and shears
  10. Power-driving meat slicing/processing machines

**HOURS OF WORK**

<b>16 &amp; 17 Year Olds</b>	<b>14 &amp; 15 Year Olds</b>	<b>12 &amp; 13 Year Olds</b>
Must have completed 7 <sup>th</sup> grade to work while school is in session. ( <i>EC 49112</i> )	Must have completed 7 <sup>th</sup> grade to work while school is in session ( <i>EC 49112</i> )	Labor laws generally prohibit non-farm employment of children younger than 14. Special rules apply to agricultural work, domestic work, and the entertainment industry. ( <i>LC 1285–1312</i> )

**School In Session**

4 hours per day on any schoolday ( <i>EC 49112; 49116; LC 1391</i> ) 8 hours on any non-schoolday or on any day preceding a non-schoolday. ( <i>EC 49112; LC 1391</i> ) 48 hours per week ( <i>LC 1391</i> ) WEE students & personal attendants may work more than 4 hours on a schoolday, but never more than 8. ( <i>EC 49116; LC 1391, 1392</i> )	3 hours per schoolday outside of school hours ( <i>EC 49112, 49116; LC 1391</i> ) 8 hours on any non-schoolday ( <i>LC 1391</i> ) No more than 18 hours per week ( <i>EC 49116; LC 1391</i> ) WEE students may work during school hours & up to 23 hours per week. ( <i>EC 49116; LC 1391</i> )	2 hours per schoolday and a maximum of 4 hours per week. ( <i>EC 49112</i> )
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**School Not In Session**

8 hours per day ( <i>LC 1391, 1392</i> ) 48 hours per week ( <i>LC 1391</i> )	8 hours per day ( <i>LC 1391, 1392</i> ) 40 hours per week ( <i>LC 1391</i> )	8 hours per day ( <i>LC 1391, 1392</i> ) 40 hours per week ( <i>LC 1391</i> )
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**Spread of Hours**

5 a.m.–10 p.m. However, until 12:30 a.m. on any evening preceding a non-schoolday ( <i>LC 1391</i> ) WEE students, with permission, until 12:30 a.m. on any day ( <i>LC 1391.1</i> ) Messengers: 6 a.m.–9 p.m. ( <i>LC 1297</i> )	7 a.m.–7 p.m., except that from June 1 through Labor Day, until 9 p.m. ( <i>LC 1391</i> )	7 a.m.–7 p.m., except that from June 1 through Labor Day, until 9 p.m. ( <i>LC 1391</i> )
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**For more information** about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.

# How-To Guide for Job Shadow Day or Workplace Tours

Adapted from the "Wake County's Job Shadow Employer Guide" from the ConnectEd Studios Work-Based Learning Toolkit  
[http://www.connectedstudios.org/toolkit/wbl\\_guides/toolkit/2](http://www.connectedstudios.org/toolkit/wbl_guides/toolkit/2)



# **INTRODUCTION TO JOB SHADOWING**

Whether you are a participating employer, educator, or volunteer host, participating in job shadowing is easy and fun. Job shadowing immerses each student in the world of work, where they can get first-hand information about job skills and careers. By bringing students into the workplace to see a marketing professional or a health care technician at work, very real and tangible options come alive for them. Job shadowing provides exciting reasons why students should stay in school. It creates a critical link between education and success.

Job Shadowing is a popular work based learning activity because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention. Job shadows involve student visits to a variety of work places during which time students observe and ask questions of individual workers. Job shadows are designed so students play an active role in learning. Classroom exercises conducted prior to and following the job shadow experience are designed to help students connect their experience to their course work and relate the visits directly to career pathways, related skill requirements, and post-secondary educational options.

## **GOALS OF THE SHADOWING PROGRAM**

- Demonstrate the connections between academics and careers and helps students learn by making their class work more relevant.
- Builds community partnerships between schools and businesses that enhance the educational experience of all students.
- Introduces students to the requirements of professions and industries to help them prepare to join the workforce of the 21<sup>st</sup> century.
- Encourages an ongoing relationship between young people and caring adults.

# **BENEFITS OF THE JOB SHADOWING PROGRAM**

Shadowing can provide experiences that are as unique as every person who participates. For the student who has never understood the point of school, a shadowing experience can show how education can be translated into rewarding and financially secure future. For the teacher looking for new ways to motivate students, it can provide a fun and unusually hands-on experience that demonstrates the link between schoolwork and real life, answering the question, “Why do I have to learn this?” For those in the work place, being a host site can help forge personally satisfying connections with young people that could ultimately contribute to building a more prepared and focused workforce of tomorrow.

## **Workplace Benefits**

- Showcases your place of work by increasing visibility in your community
- Prepares our future work force
- Informs students about careers in your industry or line of work
- Enables employees to easily participate in a community activity
- Strengthens and promotes involvement in education

## **Volunteer Benefits**

- Introduce the world of work to a young person in just a few short hours
- Become a positive adult role model
- Showcases the volunteer's skills and education
- Impact a young person's life in a fun way

## **Teacher Benefits**

- Invites teachers to see the modern applications of a basic education
- Provides up-to-date job examples to share with other students
- Enables teachers to see new technologies being used
- Showcases their students in the community
- Enables students to understand the relevance of what is being taught

## **Student Benefits**

- Provides an up-close look at workplaces and careers
- Demonstrates the link between education and future success
- Creates a new connection to the world of work
- Provides important information to make smart career choices
- Prepares a personal action plan to get the education and skills needed to pursue career interests

Job Shadow Day is composed of several components, built around a work place visit that can last as little as one hour or several days.

## **STUDENT PREPARATION**

Job Shadow Day is a natural partnership between the classroom and the workplace. Before the visit, the students participate in activities that prepare them for the visit. During the experience, workplace hosts should conduct activities with students that demonstrate job skills and educational requirements. After the site visit, the students participate in post activities to reinforce and share what they learned.

## **ROLE OF THE WORK SITE HOST**

- Shows a desire to work with students and introduces them to the positive aspects of work
- Has ability to communicate openly and in a nonjudgmental fashion with students
- Wants to invest in a student's current and future career path
- Has ability to work with persons of different educational, economic, cultural, religious and ethnic backgrounds
- Is capable of linking learning to work place skills
- Is willing to spend approximately one hour reviewing materials and planning in preparation for the day
- Is willing to dedicate part of the workday to the student and remain fully available to that student during the visit
- Gives visiting students explanations of workplace safety and security policies and procedures
- Helps students understand skills needed for the job
- Demonstrates and explains effective work methods

## **ROLE OF THE STUDENT**

- Demonstrates desire to explore career options, personal skills, attributes
- Willing to develop a personal action plan to improve education and skills
- Participates in preparatory activities conducted by the school
- Follows all safety and security policies and procedures of the employer
- Actively participates in activities structured by the Workplace Host

## **ROLE OF THE TEACHER OR SCHOOL COORDINATOR**

- ✓ Identifies interested students
- ✓ Provides the Workplace Coordinator with descriptions of participating students, including their special needs and interests and courses of study
- ✓ Teaches students a selection of pre- and post-job site activities
- ✓ Collects Parent/Guardian Consent Form and Medical Authorization
- ✓ Arranges student's transportation to work site
- ✓ Accompanies students to site or manages supervision

## QUESTIONS TO ASK YOURSELF

In order for the student to understand your job and the work place skills you use to perform your job, it is important that you think about your job and how a person can obtain this type of position. You will have to communicate many of these concepts to your student shadow.

Here are some questions to help you organize your thoughts.

- ✓ What is your job title?
- ✓ What are your responsibilities?
- ✓ How do you help this workplace meet its goals?
- ✓ What is a typical day like for you?
- ✓ What do you like the most about your job? Why?
- ✓ What do you the least about your job? Why?
- ✓ Why did you select this type of work?
- ✓ How much education do you need for this job?
- ✓ Did you need more job training after you completed your education?
- ✓ How do you use reading on the job?
- ✓ How do you use writing skills on the job?
- ✓ Is math important to your job?
- ✓ Why is it important to have good listening skills?
- ✓ When do you need to use good speaking skills?
- ✓ Do you work on a team on your job?
- ✓ What kind of problems do you solve on your job?
- ✓ What skills do you need to solve those problems?
- ✓ What did you learn in school that helps you most on the job?
- ✓ What do you wish you had studied more of when you were in school?

# ACTIVITIES AND SKILLS TO DEMONSTRATE

## Telephone Skills

Demonstrate the correct procedure for answering phones and instruct the student on what is appropriate. If your job entails a significant amount of phone work, demonstrate communication skills by allowing the student to listen to a few calls on the speakerphone. Be sure to introduce your student to the caller and let the caller know that you have a "shadow." Prepare a list of calls that you can make that will help the student understand your job. Before each call, explain to the student what you hope to accomplish. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

## Computer Skills

**Word processing:** Dictate a memo or letter to your "shadow." Explain the reason you need to write the memo, and ask the student's opinion on how to express some thoughts.

**Spreadsheets:** Copy a spreadsheet into a new file and have the student input or manipulate data. Have the student change some parameters and notice how the entire spreadsheet changes. Have the student think about how long it used to take to change the rows and columns by hand.

**E-mail:** Dictate to the student an e-mail message and have him/her send it.

**Graphic software:** Copy a file and have the student help you design something for a current project.

**CAD:** Copy a file, then discuss your design parameters. Ask your student for input on a design change you are working on and have him/her make the change.

## Skills/Equipment

**Adding machines:** Prepare some calculations for the student to complete.

**Fax:** Have the student send faxes for you throughout the day.

**Other:** Have the student experiment with other equipment that is safe for him/her to use, such as the postal meter or copy machine.

## Client/Customer Contact

If your job requires client or customer contact, have the student observe the exchange.

## Meeting Skills

Having the student attend a meeting with you is fine as long as it is inside the building. Before the meeting, give the student some background information so he/she better understands the conversation. It is recommended that meetings last no longer than an hour.

## Presentation Skills

Show the student a presentation you are working on. Have the student critique your presentation. Then have the student add ideas of his/her own. Ask the student to modernize it for you or show you how to market more effectively to people his/her age. Encourage all the student's ideas.

## **PLAN THE DAY'S ACTIVITIES**

The following guidelines will help workplace hosts plan before students join them in their workplace so that both the host and the students get the most out of the job shadowing experience.

### **Greet Your Student**

Your student should be greeted as an adult business associate, with a handshake and a warm hello.

### **Introduce Yourself**

Provide your name, job title and business card. Let your student know that you volunteered to be a workplace host because you think it is important for students to see firsthand the application of what they are learning in school. Encourage them to ask questions during the time you have together.

### **Talk to the Student about Themselves**

**Interests and Hobbies** - Students are most relaxed when they are talking about something they know and aren't being "tested" by an adult. Take some time with this question. Ask your student what hobbies they enjoy and why.

**Community Service** - Community service can accomplish three important functions in your students life: 1) it makes his/her community a better place to live; 2) it will help him/her get into the college of his/her choice; and 3) it provides him/her with an opportunity to gain valuable job skills. Many people started their careers by volunteering.

**Career Interests** - Ask your student about his/her career interests. If possible, relate those interests to any careers in your workplace. Note: Your student may not know what careers interest him/her. In that case, reassure your student that finding the right career path takes time.

**Job Experience** - Talk about your student's job experience in positive terms including babysitting and newspaper delivery. What did your student like about the job? What did he/she learn from the job? Tell your student about any jobs you held as a youth and how those early jobs helped you get where you are today.

**Special Skills** - Ask the student if they have any special skills such as computer skills, speaking skills, dancing, swimming, etc. Try and relate skill development to future success on the job.

**Education** - This is your opportunity to encourage your student to get a good education. Reinforce that what your student is learning in school is important to earning a good living. When employers look at a resume, they look at the education level of an applicant. Tell them how much education you have completed.

**Student Interview** - To provide more insight about your job, suggest that your student conduct an interview with you. You can use this opportunity to help your student link what he/she is learning in school to what you do on the job. Answer questions thoughtfully. If appropriate, comment on any good interviewing skills your student demonstrated.

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# **PLANNING A COMPANY ORIENTATION**

Students arrive and are settled in a comfortable meeting place.

## **Orientation Session (10 minutes)**

- Introduction of Senior Leadership Personnel to discuss:
  - Mission of workplace
  - Purpose of workplace
  - Personal note: Why is my job important to me?
  - Why I'm glad you've joined us today.
  - Reason they're involved in Job Shadow Day.

## **Workplace Coordinator Introduction (20 minutes)**

- Conducts workplace tour
- Passes out organizational chart (simplified, if necessary) to students
- Engages in brief discussion of different departmental functions

## **Human Resources Director Introduction (10 minutes)**

- What is the role of Human Resources Director
- Reason they're involved in Job Shadow Day
- Why the Human Resources Director is glad to be participating in job Shadow Day

## **View Organization Video (if available) (10 minutes)**

- Good introduction to workplace for students
- Visually reinforces comments from senior leadership
- Usually relates workplace to community and people

## **SUGGESTIONS FOR A LUNCH SESSION**

Lunch is a great opportunity to gather everyone together for a relaxed review of the day so far. Workplace Hosts might want to facilitate one of the following activities to make this time even more productive. These activities provide students with the opportunity to reflect on their experience and how it relates to their future education, training and career development. Workplace Hosts may join the students for an informal lunch. If they do, have them sit dispersed throughout the students to facilitate further discussions.

### **Lunch (25-30 minutes)**

#### **Suggested Menus**

- Order pizza in several varieties. Pizza is always a hit at any age.
- Order box lunches, as if for a business meeting (tip: keep the menu very simple, such as turkey sandwiches, chips and fruit).
- Have the students join in the cafeteria line.

#### **Where to Eat**

- If possible, have the students eat where the employees eat.
- Students may eat in a large meeting room.
- Weather permitting, students may enjoy outside seating areas.

### **Lunch Activities (10-15 minutes apiece) (Select one or more)**

- "More than Meets the Eye" (included.) Make sure to review this activity before students arrive as well as make copies of the worksheet.
  - If the Human Resources person has not met the students, have him/her speak on the need for strong skills and education in the workplace. The Human Resources person can also discuss what he/she looks for when hiring and other benefits besides salaries that employees enjoy. Facilitate conversations between students and the Human Resources person about what the students learned about working in the workplace. Reinforce the message that every job in the workplace is important.
  - Have a final demonstration of something the workplace does, such as a slide presentation of some projects the workplace has completed, or packages of products, or a video, if not yet viewed. Ask the student what types of jobs and what skills were needed for the workplace to be successful.
  - Students may fill out their Student Reflection Activity.
-



## **IT'S A TEAM EFFORT: JOB SHADOW DAY WRAP-UP SESSION**

If teachers participate in Job Shadow Day, they can collaborate with Workplace Hosts to conduct the following activities on site to conclude the day's experience for students. This activity is designed to illustrate how different departments in the world of work are interrelated, and how teamwork plays an integral role in getting any job done. It will also demonstrate that every employee counts in the success of the workplace.

### **Materials Needed**

30 organizational charts (provided by host site)  
30 copies of attached worksheet  
30 pencils

The teacher and the Workplace Host wrap up the day, making the following points:

- The world of work is within reach for every student.
- The jobs that students will hold in the future will be as different as the ones seen here today.
- Each job is important to the success of the workplace.

Ask the students: "From what you saw today, what do you think are the overall goals of this workplace?" (The answers may include the following: to make a profit, to provide a good service, to help the community, etc.). Have Workplace Hosts remind the students what the real goals of the workplace are.

### **Activity**

Pass out the organizational chart to the students. Explain that an organizational chart graphically illustrates how a workplace operates: it depicts which departments report to the senior leadership or to another department. Give a specific workplace example of how this works. Break students into five groups and distribute the "It's a Team Effort" worksheet to each student. Before this activity, pick five departments in your workplace to eliminate - one per group. Write them on separate sheets of paper, and pass out the name of ONE eliminated department to each group. Be sure the other groups do not see them.

Tell the students you have just given them the name of a department and that you want them to cross out that department's name from the organizational chart. Each group has been given a different department; their job will be to identify what might happen if that department was eliminated from the workplace. Give the groups 10 minutes to fill out the worksheet. Tell each group to select a recorder and a reporter. The recorder will write down the information for the group, while the reporter will summarize the group's answers to the entire class. The teacher and the workplace host should move around the room to help facilitate group discussion. Remember that this is not a test! Answering all of the questions will be key to student learning during this activity.

### **Summarizing the Findings**

Tell the class they will have to listen to the groups' answers very carefully, as it will be the class assignment to try to guess which department was eliminated from the reporting group's organizational chart. Each reporter must be allowed to present his/her full answer before the class is allowed to guess (no interruptions). Suggest that the class refer to the organizational chart. Once the correct answer is given, the next reporter should be called.

Wrap up the discussion by summarizing the activity for the students:

- It is the combined skills of all the employees that allow the workplace to operate successfully.
- Every department is key to the overall success of the workplace.
- The departments work together to successfully meet the workplace's goals.

## WORKPLACE HOST EVALUATION FORM

Thank you for participating in Job Shadow Day! Please complete this brief evaluation and return it to your Workplace Coordinator. He or she can share it with his or her Job Shadow Day partners in order to continue to improve the program.

**Please rate the following on a scale of 1 through 5** (1 indicates that you strongly agree with the statement, and 5 indicates that you strongly disagree).

I was well prepared to be a Workplace Host. 1 2 3 4 5

Today I gained a new perspective about my job. 1 2 3 4 5

I was at ease interacting with my student throughout the day. 1 2 3 4 5

I enjoyed my experience and would be willing to do it again. 1 2 3 4 5

I would recommend Job Shadowing to other employees. 1 2 3 4 5

For successful Job Shadowing experiences in the future, you might:

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What should we stop doing?

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How could we better support you throughout your experience?

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Any additional comments?

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# How-To Guide for Internships

Adapted from "The Indiana Employer's Guide to Internships" from the Indiana Chamber of Commerce InternNet Office  
<http://indianaintern.net/pdf/IIN-EmployersGuide1-11-1.pdf>

## Table of Contents

- I. Introduction
- II. Internship Program Development
- III. Recruiting and Selecting Your Intern
- IV. Managing Your Intern
- V. Human Resources Issues
- VI. Attachments

## **I. Introduction**

This internship guide is intended to help employers create new or enhance existing internship programs.

### **What is an Internship?**

An internship is a form of structured and supervised experiential learning that provides students practical experience in their chosen fields. Internships illustrate classroom relevance in the professional world. They include learning objectives, observation, reflection, evaluation and assessment.

As this guide will demonstrate, internships offer students career exploration and skills application while providing employers creativity, enthusiasm and assistance with project work. It's a promising scenario for students, employers and the state of California!

### **What are the different types of Internships?**

- Paid Internships for Work Experience Education Credit (page 7):
- Paid Internships Not for Separate Credit (page 8):
- Unpaid Internships Not for Separate Credit (page 9):
- Unpaid Internships for Exploratory Work Experience Credit (page 10):

### **Why Begin an Internship program?**

Internships are mutually beneficial to employers, students and schools. As California schools and employers collaborate to educate future employees and professionals in various career industry sectors, students have the opportunity to contribute their talents to the workforce and economic development of the state at large.

#### **Employer Benefits**

Interns can:

- Complete project work that may be on the backburner
- Increase productivity
- Reduce recruiting costs
- Bring fresh, innovative perspectives to your organization

Hosting an intern can allow you to:

- Provide a student with a rich learning experience
- Influence school curriculum
- Encourage students to stay in their local community
- Gain short-term talent
- Increase diversity within your organization
- Offer management experience to employees working as intern supervisors

- Provide full-time employees more time to focus on important tasks
- Remain competitive within your industry
- Market your company via word of mouth
- Begin training potential full-time employees (more than 50% of interns accept an employment offer from their host company)

### **Student Benefits**

- Course credit
- Career pathway experience
- Application of academic coursework to the professional world
- Exploration and verification of career interests
- Exploration of different organizational departments
- Discovery of talents
- Discovery of ideal job aspects
- Development of responsibility and new, transferable skills
- Experience living in a new area
- Growth of professional network
- Opportunity for possible full-time employment at internship site

### **School Benefits**

- Establishment of collaborative work environment between school and community
- Increased student retention through illustration of practical coursework application
- Enhanced school curriculum through career relevance assessment
- Enhanced public relations through student internship successes

## **II. Internship Program Development**

Hosting an intern is a rewarding way of participating in the educational and career development of the youth of Los Angeles.

### **Things to Consider**

- An application, recruiting, screening and interview process
- A work plan with learning objectives
- A structured orientation
- An assigned internship supervisor/mentor
- Periods of reflection, evaluation and assessment

### **Questions to Consider**

- Do you have projects that continue to be placed on the “back burner” month after month?
- Do you need more time to complete important projects?
- Are you lacking fresh ideas and creativity?

- Could you benefit from more marketing?
- Would you like more diversity in your organization?
- Are you looking to hire for a full-time position, but do not have the time or financial resources to recruit a quality individual?
- Do your employees need more management experience?
- What will be the duration of the internship?
- What is the best time of year to host an intern?
- How many interns will you host?
- Do you have the appropriate staff to support an intern?
- What meaningful projects are there to assign?
- Will you potentially hire an intern full-time?
- Do you have the physical and financial resources to support an intern?
- How will you recruit an intern?

### **Planning your Internship timeframe**

Most internships coincide with an academic semester or take place over the summer. It is recommended that internships be posted far enough in advance to gather interested applicants, but also with consideration to a typical academic year. Please refer to the STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT for information on federal and state regulations, hours, and list of hazardous or dangerous work environments for minors under the age of 18.

### **Summer Internships**

Summer is the most common internship time most students can commit more time (even 40 hours per week), as many either do not take summer classes or have reduced class schedules. Summer internships may begin in early June and continue through early August. Some employers, especially those with highly competitive internship programs, post their opportunities in the fall prior to the summer internship. For the highest applicant response, it is recommended that employers post summer internship opportunities four to six months before the start date as many students apply for summer internship opportunities in February or March.

### **Fall Internships**

Fall internships may begin in late August and conclude in early December. While many students cannot commit full-time to a fall internship, most students considering an internship during the academic year attempt to schedule their classes to allow 15-30 hours per week to participate in an internship. Because most students are not on campus during the summer, it is recommended that employers post fall internship opportunities in the spring semester, with selection made in the late spring or early summer.



### **Winter Internships**

Winter internships are shorter internships that may begin around early to mid-December and conclude in early January. While students may be able to work full-time between fall semester final exams and the start of the spring semester, school winter breaks differ and the pool of potential candidates may be lower because of holidays. It is recommended that employers post winter internship opportunities at the beginning of the academic year during the fall semester.

### **Spring Internships**

As with fall internships, many students cannot commit full-time to spring opportunities, yet may arrange their class schedules to allow for 15-30 hours per week. Spring internships may begin in late January and conclude by late May. It is recommended that employers post spring positions by early November.

### **Identifying meaningful project work**

Identifying the intern's responsibilities is the first step in developing your internship program. The "responsibilities" section of your job description is a great starting point when identifying meaningful project work although an intern's responsibilities may vary. Depending upon whom you hire, individuals 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. In turn, employers are more likely to connect with students ready and able to complete project work. While such tasks as filing, answering a telephone and assembling mailings are routine with any job, these should not be the intern's primary responsibilities. Keep in mind 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.

Compiling a list of your organization's needs will help develop the intern's responsibilities and project work, as well as determine the number of interns needed and the amount of work to be completed.

A business needing to develop a monthly newsletter, company brochure and other promotional materials, for example, could benefit from a marketing student. While the intern's primary responsibilities would be to create these materials, distributing promotional materials to clientele, assembling the newsletter mailings, and even some filing and phone reception is appropriate. While primary responsibilities are related to the marketing field, secondary responsibilities also provide excellent experience for further developing appropriate communication skills, conducting oneself in a professional manner with clients and learning how the organization functions.

## **Identifying an Intern Supervisor**

When starting an internship program, identify a supervisor for your intern(s) who will familiarize them with your organization, provide assignments and serve as a “go-to” person for questions. It is recommended that the intern supervisor be connected with the type of work the intern will perform (e. g. , the marketing director supervising a marketing intern) to provide appropriate guidance for the intern’s assignments.

As a general guide, an intern supervisor’s responsibilities will include:

- taking part in an intern’s application, screening and interview process;
- conducting an intern’s orientation;
- developing an intern’s work plan;
- periodically meeting with an intern to evaluate performance and if needs/goals are being met; and
- assessing the internship program’s success.

On most occasions, an intern supervisor will need to dedicate more time at the beginning of the internship for orientation, explanation and training purposes. If an intern is provided ample project work – with set deadlines for completion and extra, less important projects for any down time – the intern will remain busy, feel productive and maintain ownership of assigned projects.

## **Identifying an Intern mentor**

While the intern supervisor works with the intern on assigned projects, the intern mentor may assist with “learning the ropes” of the organization.

Mentorship can be a wonderful method for contributing to an intern’s professional development without being the direct supervisor. The intern mentor may work for another department or possess similar interests in the intern’s field. Mentors help extend the intern’s professional network, offer assistance when the intern supervisor is unavailable and provide advice for handling internship challenges.

Mentors and interns should be matched on a case-to-case basis, depending on the intern’s interests and career goals. However, in general, an ideal mentor will be:

- knowledgeable about the organization (vision, mission, goals, culture, programs and policies);
- knowledgeable about the internship program and what is expected of all involved;
- willing to assist the intern supervisor with intern evaluation;
- prepared to assume a leadership role;
- interested in helping an individual learn and succeed;
- easily accessible during the work day;
- patient, mature and personable;
- professional in mannerisms and appearance;
- open to sharing personal successes and failures; and
- interested in/knowledgeable about the assigned intern’s career path.

### III. Recruiting Your Intern

#### Developing an Effective Internship Description

Following are key components of an effective internship position description:

**Organization overview:** Provide the potential applicant with a brief overview of your organization, along with links to your company web site, blog, social media accounts, etc. Remember, internship postings are a form of advertising for your organization as well.

**Internship title:** Be specific: “Social Media Marketing Intern,” “Event Planning Intern,” “Accounting Intern,” etc. A detailed title will create a sense of belonging and commitment to your organization.

**Timeframe:** When would you like the internship to begin and end? Typical internship timeframes follow the same schedule as academic semesters: early August to late December for fall; mid-December to mid-January for winter; late January to late May for spring; and late May to early August for summer.

**Weekly internship hours:** Will your internship be part-time or full-time? How many hours would you like your intern to work per week? While many students set aside their summer for a full-time internship, students can typically spend 15-30 hours per week in an internship during fall and spring semesters. Additionally, depending on the student’s academic program, he or she may have a minimum number of internship hours that must be completed for academic credit. It is recommended that you state preferred internship hours in your position description (indicating any flexibility), but ask applicants about their availability during the interview process.

**Required and preferred skills:** Students performing internships learn in a hands-on environment. While much will be taught during the internship, some skills are required prior to hiring the student. Should the student be familiar with PowerPoint, excel at public speaking or be creative? You should indicate which skills are preferred before the internship and which will be learned on the job

**Responsibilities:** This should be the most detailed portion of your position description. The intern’s responsibilities are the projects the student will perform and be expected to complete during the internship. It is recommended that these be listed from most to least important. While administrative duties may be included in this section, it is important to identify project work that is both helpful to you as an employer and educational for the intern, allowing for a meaningful, hands-on experience during the internship. This will be a preliminary list of responsibilities, as they may be modified depending on the skills and interests of the student you hire.

**Other Details:** Is this a paid position? Is travel involved? When is the application deadline? When do you plan to conduct interviews? Will you work with the student for academic credit? Specific details (such as pay rate) can be discussed and negotiated during the interview and internship offer, but providing information up front allows the applicant to learn as much as possible about the opportunity prior to applying.

### **Marketing your Internships**

Following are some tips on how to advertise your organization to potential interns:

- Dedicate a section of your company web site to internship opportunities (provide detailed descriptions) where you can direct students
- Attend career fairs
- Distribute handouts that provide a brief overview of your organization; list duties/responsibilities for internship positions and outline desired qualifications
- Create and showcase the work previous interns have accomplished (via photos, videos or project samples)
- Inform high school career services/counseling offices beforehand that you plan on recruiting interns
- Offer promotional giveaways (e.g., pens and notepads) that bear your company's name/logo.
- Make sure your organization's recruiter has worked with previous interns or is at least knowledgeable about your internship program
- Give presentations at the high school or in individual classrooms

## **IV. Selecting and Managing Your Intern**

### **Criteria to consider when interviewing a candidate:**

When interviewing a candidate, it is important to investigate the skills necessary for the position. Asking the candidate behavioral-based questions that require the individual to describe an experience with a particular skill will help you to determine if he or she truly has the experience you require.

Following are some sample questions:

- Describe your most outstanding leadership experience.
- What would you consider your strengths? Weaknesses?
- How do you typically manage your time in order to accomplish necessary tasks?
- Tell me about a goal you set and the steps you have taken toward achieving it.
- Describe a time during which you were suffering from a lack of motivation. How did you get through it?
- Provide an example of a time that you were a member of a team. What role did you play? What challenges did you encounter and how did you handle them?
- What previous experiences do you feel have best prepared you for this internship?
- What specific skills can you bring to this position that others cannot?

During the interview, discuss any academic requirements for course credit (minimum total hours, hours per week, site visits, paperwork, etc). This is also an appropriate time to discuss pay and to answer any questions the student may have about the internship. Candidates who prepare questions are likely those most interested in your opportunities.

**At the Worksite:**

Have a plan for:

- Orientation
- Supervising
- Mentoring
- Evaluation
- Assessment
- Post-Internship Communication

**V. Human Resources Issues****Compensation:**

Paid Internships vs. Non-paid internships—see the STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT—CERTIFICATE OF AGE (page 11-12), which includes a Summary of Minor’s Work Regulations.

**Minor’s Work Permit:**

STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT—CERTIFICATE OF AGE—page 11-12

**Internship Agreement Forms**

All employers must agree to the respective business partnership agreement form (Business partnership forms are attached—page 7-10).

**Labor Laws and Regulations**

All vendors that employ student interns must abide by all state and federal child labor laws. More information can be attained on the following website:

<http://www.cawee.org/laborlaws.htm>. **For more information** about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.

**VI. Attachments**

- Final Intern Evaluation by Intern Supervisor
- Final Internship Evaluation by Student Intern

## Final Intern Evaluation by Intern Supervisor

Name of Intern: \_\_\_\_\_

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

Name of Intern Supervisor: \_\_\_\_\_

Name of Intern Mentor: \_\_\_\_\_

Please provide your candid evaluation of this student's performance or skill level in each of the following areas. This evaluation is not confidential and we encourage you to share it with the student. The student may also wish to use this evaluation form as a reference for future employment. Feel free to use additional pages or write a letter of support for the student's use in seeking future employment.

### Skill Assessment

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas.

1=Lacks this skill

2=Limited/minimal skill level

3=Adequate/average skill level

4=Above average skill level

5=Exceptional skill level

N/A=Not Applicable

#### 1. Communication skills

- \_\_\_\_\_ a. Demonstrates oral communication skills required for the job
- \_\_\_\_\_ b. Writes clearly and concisely
- \_\_\_\_\_ c. Is willing to speak up, communicate information and ask questions
- \_\_\_\_\_ d. Listens to feedback and works to improve

#### 2. Problem-solving/decision-making skills

- \_\_\_\_\_ a. Analyzes situations and takes appropriate action
- \_\_\_\_\_ b. Offers creative solutions to problems
- \_\_\_\_\_ c. Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe
- \_\_\_\_\_ d. Resolves problems in an appropriate timeframe

#### 3. Teamwork

- \_\_\_\_\_ a. Establishes rapport and credibility among team members
- \_\_\_\_\_ b. Shares information and resources with others
- \_\_\_\_\_ c. Assists and cooperates with co-workers
- \_\_\_\_\_ d. Demonstrates willingness to put forth extra time and effort
- \_\_\_\_\_ e. Assumes appropriate leadership role(s)

#### 4. Self-management

- \_\_\_\_\_ a. Produces high-quality, accurate work
- \_\_\_\_\_ b. Seeks new strategies when current approach is not effective
- \_\_\_\_\_ c. Displays good judgment and establishes priorities
- \_\_\_\_\_ d. Uses time efficiently
- \_\_\_\_\_ e. Demonstrates ethical behavior
- \_\_\_\_\_ f. Arrives on time and maintains agreed hours

#### 5. Initiative

- \_\_\_\_\_ a. Seeks opportunities to learn
- \_\_\_\_\_ b. Takes initiative to get a job done, even if not specifically told to do so
- \_\_\_\_\_ c. Acts decisively on critical issues
- \_\_\_\_\_ d. Overcomes obstacles and problems
- \_\_\_\_\_ e. Sets and communicates goals; follows up with results

6. Technical skills

- a. Possesses the technical skills required for this position
- b. Is willing to learn new skills and enhance existing technical skills
- c. Uses appropriate technology for tasks
- d. Uses technology to perform effectively

**Comments**

1. Please discuss whether this student successfully completed the learning objectives you discussed and whether your expectations were met or exceeded.

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2. What would you recommend for this student to do following his/her internship to make him/her better prepared for the workplace (e.g., courses, activities, skills acquisition, programs)? Please be as specific as possible.

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3. How would you rate the level of involvement you had with the college/university with this internship experience?

- very involved       somewhat involved       not at all involved

4. In terms of preparation for the internship, the student's prior academic coursework was:

- very useful       of some use       not very useful

5. Please indicate areas or topics to be discussed that would make the student more academically prepared for this internship experience.

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6. Please assess the job responsibilities you assigned to your intern:

- difficult to achieve       challenging, but attainable       not challenging

**Overall Evaluation**

1. Given your expectations for this internship, this student's overall performance (in comparison with all other students performing similar duties) was in the:

- top 5%       top 25%       top 50%       lower 50% of all students

2. How would you assess the intern's overall performance?

- outstanding       above average       satisfactory       below average       unsatisfactory

3. Additional comments: \_\_\_\_\_

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## Final Internship Evaluation by Student Intern

Name of Intern: \_\_\_\_\_

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

Name of Intern Supervisor: \_\_\_\_\_

Name of Intern Mentor: \_\_\_\_\_

This form is designed to help you reflect upon your internship experiences and also to provide feedback to your employer. Feel free to use additional pages for further comments. The employer may use the comments provided as a testimonial for the company and its future internship programs.

### Assess Your Skills

To what degree did your skills improve as a result of this internship experience?

0=No Change 1=Small Improvement 2=Moderate Improvement 3=Large Improvement

- \_\_\_\_\_ a. Written communication
- \_\_\_\_\_ b. Oral communication
- \_\_\_\_\_ c. Problem solving
- \_\_\_\_\_ d. Decision making
- \_\_\_\_\_ e. Interpersonal/teamwork
- \_\_\_\_\_ f. Self-management
- \_\_\_\_\_ g. Initiative
- \_\_\_\_\_ h. Leadership
- \_\_\_\_\_ i. Word-processing and/or data entry
- \_\_\_\_\_ j. Spreadsheet and/or database
- \_\_\_\_\_ k. Internet/e-mail
- \_\_\_\_\_ l. General knowledge of business
- \_\_\_\_\_ m. Specific job/industry knowledge
- \_\_\_\_\_ n. Other office skills (filing, photocopying, etc.)
- \_\_\_\_\_ o. Other:

### Evaluate Your Performance

On a scale of 1 to 5, please evaluate your performance in each of the following areas.

1=Lack this skill                      2=Limited/minimal skill level                      3=Adequate/average skill level  
4=Above average skill level                      5=Exceptional skill level                      N/A=Not Applicable

#### 1. Communication skills

- \_\_\_\_\_ a. Demonstrate oral communication skills required for the job
- \_\_\_\_\_ b. Write clearly and concisely
- \_\_\_\_\_ c. Willing to speak up, communicate information and ask questions
- \_\_\_\_\_ d. Listen to feedback and work to improve

#### 2. Problem-solving/decision-making skills

- \_\_\_\_\_ a. Analyze situations and take appropriate action
- \_\_\_\_\_ b. Offer creative solutions to problems
- \_\_\_\_\_ c. Collect and analyze information relevant to completing a task and establish a course of action within the given timeframe
- \_\_\_\_\_ d. Resolve problems in an appropriate timeframe

#### 3. Teamwork

- \_\_\_\_\_ a. Establish rapport and credibility among team members
- \_\_\_\_\_ b. Share information and resources with others
- \_\_\_\_\_ c. Assist and cooperate with co-workers
- \_\_\_\_\_ d. Demonstrate willingness to put forth extra time and effort
- \_\_\_\_\_ e. Assume appropriate leadership role(s)



4. Self-management

- a. Produce high-quality, accurate work
- b. Seek new strategies when current approach is not effective
- c. Display good judgment and establish priorities
- d. Use time efficiently
- e. Demonstrate ethical behavior
- f. Arrive on time and maintain agreed-upon hours

5. Initiative

- a. Seek opportunities to learn
- b. Take initiative to get a job done, even if not specifically told to do so
- c. Act decisively on critical issues
- d. Overcome obstacles and problems
- e. Set and communicate goals; follow up with results

6. Technical skills

- a. Possess the technical skills required for this position
- b. Willing to learn new skills and enhance existing technical skills
- c. Use appropriate technology for tasks
- d. Use technology to perform effectively

**Comments**

1. In terms of preparation for your learning experience, your prior academic coursework was:
  - very useful       of some use       not very useful
2. In terms of preparation for your learning experience, your prior work experience was:
  - very useful       of some use       not very useful
3. How would you assess your overall performance?
  - outstanding       above average       satisfactory       below average       unsatisfactory

**Assess the Program**

1. The job orientation provided to you by your employer was:
  - very thorough       sufficient       inadequate
2. How well did the internship meet your pre-defined learning goals?
3. Please assess the job responsibilities your employer assigned to you:
  - difficult to achieve       challenging, but attainable       not challenging
4. Please assess your intern supervisor.

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5. Please assess your intern mentor.

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6. Are you more or less interested in working for this organization as a result of your internship?

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7. What was the best part of your internship experience?

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8. How would you assess the overall educational value of your internship experience?

- very valuable     generally worthwhile     of some value     very limited value/no value

9. What suggestions do you have to improve the quality of this internship (please include any specific recommendations you have that might be useful to your employer supervisor or your faculty coordinator)?

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10. Additional comments:

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