

2015 Achievement Awards Virginia Association of Counties

APPLICATION FORM

All applications must include the following information. Separate applications must be submitted for each eligible program. **Deadline: June 1, 2015.** Please include this application form with electronic entry.


PROGRAM INFORMATION

Locality: County of Henrico
Program Title: Internship Program: Developing the Workforce of Tomorrow
Program Category: Organizational Development

CONTACT INFORMATION

Name: Becky Simulcik
Title: Assistant Director of Human Resources
Department: Human Resources
Complete Mailing Address: P. O. Box 90775 Henrico, VA 23273-0775
Telephone # 804.501.4783 Fax # 804.501.5287
E-mail: sim10@henrico.us

SIGNATURE OF COUNTY ADMINISTRATOR OR CHIEF ADMINISTRATIVE OFFICER

Name: John A. Vithoukas
Title: County Manager
Signature: 

Internship Program: Developing the Workforce of Tomorrow

1. Short Overview of the Program/Brief Summary

Henrico County implemented a formal Internship Program in 2012 aimed at positioning the County as an employer-of-choice for young adults and at the same time, having a year round source of motivated, short-term employees. The three phases of the program focused on the creation of a small pilot, development of program materials, and implementation of a County-wide initiative. The results have been outstanding! The program grew from a pilot with only two students in one agency to hosting 89 interns in 15 County agencies in less than three years. Both applications from students and requests for interns from County departments have increased over the five semesters the program has been in operation. After working as interns, students have applied for 68 positions with the County, showing that the goal of positioning Henrico County as a preferred employer for this population is being met. Henrico County's Internship Program is growing the workforce of tomorrow by developing the skills of young people and their passion for serving their communities as a local government employee.

2. Problem/Challenge/Situation

In 2011, Henrico County was still reeling from the impact of the economic recession. Positions had been frozen and a voluntary retirement incentive program had resulted in almost 100 seasoned employees leaving the County. As a result, important projects were put on the back-burner and remaining employees were "doing more with less" and struggling to meet the ever-increasing demands of the public for services. There was a clear need for additional labor to handle research projects, deal with customer concerns, update business processes, and more. Yet there was limited funding for hiring full-time, permanent employees.

Henrico County has informally hosted “internships” in the past, but did so without structure or consistency. There was a need to formalize this program and build ongoing relationships with educational institutions. It was also clear that the County needed to come up with a flexible, cost-effective way of managing heavy workloads without the financial strain of hiring full-time employees. The Department of Human Resources (HR) answered this need by creating a formal, standardized Internship Program, which would provide departments with highly motivated young adults who could assist with projects and thus allow full time staff to concentrate on more advanced assignments.

3. How the Program Was Carried Out

There were three phases to the implementation of the County’s Internship Program. Phase One involved a pilot with a small number of interns; Phase Two involved creating processes and building support for the program, and the final phase included the full implementation of students working in multiple agencies throughout the County.

The pilot program in Phase One began in the spring of 2012 and ended with the successful placement of two high school interns. The Department of Human Resources met with the Director of Technical Education for Henrico County Public Schools to collaborate about the pilot program. Staff analyzed school technical programs and noticed that many of the skills learned in the programs were the same skills needed for County positions. For example, the Electrical Program developed the skills needed for Water/Wastewater Plant Electrical and Mechanical positions; the Automotive Technology Program matched with the job classification of Automotive Service Worker. School staff agreed that a program that allowed students to compete for internship positions in general government would be beneficial to the students and promoted the Internship Program with students, teachers and advisors.

The Department of Human Resources began to approach agencies with technical positions and discovered that a maintenance superintendent in the Water Reclamation Facility had at one time been

an intern and was interested in providing an internship opportunity in his department. His assistant division director agreed to allow their agency to be the location for the Internship Program pilot. Working again with school staff, eight students were selected to interview for an electrical helper position, and two were hired at a rate of \$10.30/hour, working 29 hours a week for 10 weeks over the summer. The pilot was successful, proving that using a structured approach to recruiting, interviewing and staffing interns as an HR responsibility was beneficial to the agency by providing motivated students with fresh ideas able to work as assistants. These students helped to make repairs to pumps, compressors and tanks, working closely with County mechanics, electricians and instrumentation specialists.

During Phase Two, once the pilot was concluded, the work of developing program guidelines, processes, documents and training materials began. A benchmarking study was conducted to learn about programs in other localities. At the same time, staff began to create an interest on the part of agency representatives in hosting interns. Up to this point, some agencies had hired interns by responding to school inquiries about opportunities, but not using a formal competitive process.

To get buy-in, the Director of Human Resources spoke directly to other agency heads about the benefits of a structured Internship Program, agency representatives were surveyed about their interest in hosting interns, and direct contact was made with agency managers to describe the skill sets interns could bring to the workforce and types of projects they could complete. Emphasis was placed on the need for Henrico County to be seen as an employer-of-choice for young adults, having a year-round source of enthusiastic short-term employees, and providing the County with a flexible, cost-effective way of getting important work done.

At the same time this “buy-in” work was being completed, staff was creating an Internship Program Guide for agency staff that included sections such as Roles and Responsibilities, Orienting Your Intern,

Definitions of Interns, Guidelines for Leading Millennials, and Frequently Asked Questions. Also created were evaluations that would be given to both the intern and intern supervisor. The supervisor's evaluation asked them to rate their intern on a 5-point scale. Performance items included competency areas such as Communication, Leading and Influencing, and Personal Accountability. The intern student evaluation asked them to rate their work experience from the standpoint of relationship of work to career goals, the training received, level of responsibility assigned, and their learning experience based on the skills and techniques they learned and how well they gained career and professional knowledge. An orientation training program was also designed, and collaboration with classification and compensation staff resulted in the creation of position descriptions. Phase Two also involved the development of a program website and additional contact with school career centers to develop student interest in the program. (please see attachments)

Decisions made during this phase included a critical one: which division of the Department of Human Resources should coordinate the program? It was decided that the program was developmental in nature, and therefore should reside in the division that deals with employee development, training, and organizational learning. Although interns would provide valuable labor to County agencies, it was essential that they have a learning plan with oversight by learning professionals. The other decision at this juncture was related to pay. College students were able to earn college credit in return for the work they completed. Some students were paid an hourly rate. High school interns would earn \$10.30/hour, undergraduate college students would be paid \$11.85/hour, and graduate students would receive \$13.64/hour. These hourly rates correlate to pay grades 12, 15, and 18, respectively on the County's pay plan.

The marketing efforts to increase buy-in were tremendously successful. Ten agencies agreed to host interns over the summer of 2013. Throughout the spring of 2013, the County received 239 applications,

and interviews were conducted in collaboration with HR staff and agency supervisors. These efforts resulted in 36 students being hired for the summer of 2013.

Phase Three began with the first orientation training program for the summer 2013 interns. This orientation included information about County history, agency summaries, and policies and procedures. Once deployed to their agencies, there was a great deal of variety in the work interns would be completing over the summer. Some would be designing and teaching classes for employees and citizens, others would be reviewing construction plans, conducting research and analysis, organizing community outreach programs and events, and developing software and code. Agencies began to report that their interns came to their job sites with a lot of enthusiasm and fresh ideas. Mid-way through the summer, interns were brought together to share their experiences and to provide HR with a mid-point evaluation. This enabled learning professionals to identify and address any concerns with interns not reaching their learning goals.

Interns added tremendous value by completing important projects for agencies. One intern created and wrote updates to social media and completed web enhancements. Another worked on Geographic Information System updates for water and pump stations. One high school intern went on HVAC service calls, and another worked on a Capital Improvement Project facility construction team on project development and construction administration duties. Fitness and Wellness interns developed a program for employees on eating fresh and local produce, while another worked on fitness assessments. Police interns included ones who worked on projects for the Police Explorer Program and community events. A Community Corrections intern completed intakes and documented victim testimony during assault and battery cases.

Toward the end of the summer of 2013, the 36 interns working throughout the County were recognized at a Board of Supervisors meeting for their contributions. At this meeting, the County Manager spoke of

his own experience as an intern and how it led him to the career he has today. Repeating this Board recognition for the summer 2014 group of interns, two interns gave presentations to the Board about their experiences as interns, what they learned and what they contributed to the County. Of particular notice was the large number of schools represented by this intern population. Nine Henrico County high schools had interns working at the County, and 15 colleges and universities were represented, with some as far away as the University of Michigan and the University of Puerto Rico.

Phase Three also included a final meeting where interns presented information about the work they completed and turned in a final evaluation. An enhancement to the program began in fall 2014 when new interns attended the same orientation as other full-time employees. This allowed them to hear an in-person message from the County Manager about his vision for the County, initiatives that are important to him, his expectations around customer service, leadership at all levels and more. They enthusiastically asked him questions and participated in orientation training activities, such as a discussion of sexual harassment policy, a department matching experiential exercise, and discussions about workplace competencies. During the employee benefits presentation offered to full time employees, interns attend a special session just for them. This session includes information on how to be successful at work and the importance of building professional relationships. The program, initially intended as a summer-only initiative, has been so successful that it continued throughout the fall and spring semesters after that initial summer 2013. New positions have been added throughout the County, including one hired as a Sports Tourism intern and students working in Fire on an archival project. Each semester, additional agencies, or new divisions within agencies, contact the Program Coordinator to request interns for projects that make a real difference in serving the Henrico County community.

4. Financing and Staffing

The primary cost of the program is based on the salaries paid to the interns. Below is a breakdown of salary information based on the approximately 29 hours/week each intern worked over approximately 10 weeks for each internship.

| Type of student | Total Number of students | *Rate of Pay | Total Cost |
|--------------------|--------------------------|--------------|------------------|
| High School | 19 | \$12.00/hour | \$66,120 |
| College | 23 | \$13.80/hour | \$92,046 |
| Graduate Student | 3 | \$15.89/hour | \$13,824 |
| Total Paid Interns | 45 | | \$171,990 |

**Rate of pay is based on the hourly rate paid the students adjusted for FICA, FUTA, and SUI employer costs.*

Although Henrico County spent \$171,990 in salaries for interns receiving pay, using interns is obviously less expensive than paying full time employees with benefits. The quality of work produced by interns has been very high and Henrico County received significant benefit from having the energy, ideas and hard work of all of these interns. We also benefit by marketing Henrico County as an excellent place to work to this future workplace generation. Although these cost savings cannot be tangibly calculated, the value to Henrico County is significant.

Other costs associated with the program include the staffing necessary to coordinate the program. Currently one Human Resources Analyst spends approximately 75% of her time coordinating the program. One additional analyst assists with the recruitment of some positions.

Henrico County's Internship Program offered a cost-effective way to serve the needs of citizens. Hiring interns at pay grades 12-18 of the County's pay plan for short-term periods, without having to offer expensive benefit packages, enables our locality to get important work done with minimal cost. The Internship Program offsets the loss of seasoned employees to retirement by bringing in students with fresh, new, creative ways to approach projects and tasks.

In addition, Henrico County officials had serious concerns about the impact on the community during the recession because of company layoffs and the increasing unemployment rate. Of particular note was the difficulty young adults were having in finding jobs after completing their education. With only school experience, many graduates were not able to find work in their chosen field and remained unemployed or underemployed. The Internship Program guarantees that students will have valuable work experience they can describe on resumes and in interviews resulting in a greater chance of working in their professions. These internship assignments help them to be competitive in a job market that has yet to fully rebound.

Internship Program coordinators used school and university Internet sites to post messages about internship opportunities, and used the County's Oracle IRecruitment module to post the actual jobs and manage the fully electronic application process. In addition, they created a website with program information available to anyone with Internet access. They also used social media by creating a Facebook presence on the already-developed Facebook pages of Police, Fire, Recreation & Parks, and the County Manager's office. Microsoft Excel was the primary tool used for tracking program data, vacancies, school programs and applicant screening information.

5. Program Results

Original program goals included a need to show that agencies had an interest in hosting interns that would increase over time. The results vastly exceeded expectations. Not knowing what to expect after the pilot with two high school interns, and recognizing that agencies had been hit with budget cuts and hiring freezes, there was little expectation that agencies would be able to fully embrace the Internship Program. Yet they did! There was little expectation that they would have time to add the responsibility of mentoring and training a student for several weeks. Yet they did! Some additional specific successes include:

- Out of 26 County agencies, 15 have hosted interns, representing 57% of County departments.
- 89 interns have been hired from summer 2012 to present.
- Of the 89 interns hired for a single semester, 12 managers have asked to have their internships extended to at least an additional semester and some interns have returned for a second internship.
- Three of the interns have been hired as County employees after their internship was completed.
- The number of applications received grew from 239 for summer 2013 positions to 306 for the summer of 2014, representing a 28% increase. They are expected to be even higher for the summer 2015 recruitment.
- A total of 700 applications have been received since the implementation of the program.
- There have been 13 processes where an agency planned to hire only one intern but were so impressed by the intern pool they decided to hire two or more.
- Henrico County staff was invited to attend a round table attended by the Virginia Secretary of Commerce focusing on increasing students in the trades and on meeting future workforce needs. Other evidence that the program is making an impact on the community has been a request that program staff present interview tips to high school students.
- A private college invited the Internship Program Coordinator to attend an employer panel where the Coordinator gave suggestions to students on how to be a successful intern.
- Interns clearly have become interested in working as regular employees in Henrico County – evidenced by the fact that the 89 interns have applied for 68 jobs since completing their internships.

We also have significant anecdotal evidence that interns have found their work experiences valuable.

One student summed up his experience this way in an email to his supervisor: “Before this summer

started I had heard horror stories about different internship experiences. I really wanted an experience that would excite me and help me with my future and this experience exceeded all of my expectations. After this summer you all have helped me broaden my options. It's been easy to brag about my internship since I've been back at school. "

It is critical that local governments be attractive to the generation of current students in order to develop our workforce of tomorrow. Much has been written over the past decade of the "brain drain" caused by retiring Baby Boomers and the coming fierce competition for talent. What do Millennials want in the workplace? A recent Forbes study showed that they want to be their own boss and to have flexible work schedules, *and* they want to work for organizations like Google, Disney, and Apple. How can local governments compete for this emerging pool of talent? Henrico County's Internship Program, by creating meaningful learning workplace experiences for students, is one answer. The same Forbes study revealed that when Millennials work for a boss, 79% of them want a boss to serve more as a coach or mentor – the very relationship that the Internship Program fosters. The majority also say it's a priority for them to make the world a better place. This program shows them that working for local government is a match for their ambitions of wanting to serve their communities.

The numbers speak for themselves. A program that began with only two high school students in one department has grown to almost 90 interns working in 15 agencies in less than three years. In its infancy, the Internship Program Coordinator had to work hard to get schools interested in Henrico County and to get managers interested in hosting interns. Early on, neither saw the benefit and had to be persuaded to merely "give it a try." Today, universities contact the Coordinator weekly. Managers call to ask for extensions for their interns, or to request additional interns. Perhaps one young man sums up the worthiness of this program best. Taylor, an intern in the County Manager's office stated that "County staff went out of their way to integrate me into the office, allowing me to learn as a colleague

and an equal and not simply as an intern. As we start our careers, these internships have provided us with the opportunity to shape ourselves into the professional we wish to become.” This young man was so impressed by his local government internship that he made the extra effort, during a semester abroad, to visit one of our sister localities, Essex County in England. He spent a day touring their County operations and campus, and also sharing his experiences in Henrico County. This is just one example of the incredible talent who will surely one day be a leader in local government – and it all started with an internship in Henrico County.



CLASS SPECIFICATION FOR:
Intern I

General Statement of Internships:

Henrico County offers a variety of hands-on internships performing a variety of responsible tasks relevant to the assigned department. Internships may be available many departments. For more information on the operations and functions of each department click here: www.co.henrico.va.us/departments.html

Distinguishing Features of Internship:

Internships are intended to provide the intern with basic experiential exposure to a field of interest. The intern must bring a strong interest in the assigned department's mission and operations and be prepared to work in a fast-paced environment. The intern will receive training relevant to the assigned responsibilities and finish the internship having gained basic experience in various aspects of the operations of the assigned department as well as basic skills and industry knowledge. Internships may include extensive public contact. Internships may be an integral part of a team or may require the intern to work more independently. The intern will also learn how to work in a professional environment and have opportunities to network with department leaders and other professionals in the internship field.

Examples of Internships and Duties *(illustrative of the types and scope of duties and responsibilities assigned to positions in this class):*

- **Community Corrections** – May be assigned to work on projects related to case management and intake;
- **Community Revitalization** – May be assigned to assist with work in Community Development such as work in the Enterprise Zone Program or Community Maintenance;
- **Division of Fire** – May be assigned to work in administrative positions such as Fire Marshall's office or Fire Training;
- **Division of Police** – May be assigned for observation in Uniform Operations, Investigative Operations, Support Operations, Administrative Operations and Homeland Security;
- **Finance** – May be assigned to assist with the development and auditing of budgets, basic accounting and preparing presentations;
- **General Services** – May be assigned to work on current projects in automotive maintenance, electrical, risk management, safety laws, HVAC, accounting, engineering or architect;
- **Human Resources** - May be assigned to work on current projects in Recruitment, Benefits, Records Administration, Classification/Compensation or Training;
- **Information Technology** – May be assigned to work on current projects in business processes or information technology systems;
- **Internal Audit** – May be assigned to work on projects related to compliance, evaluation of operations and auditing;
- **Juvenile Detention** – May be assigned to projects related to the protection, safe care, basic needs and services for juvenile detention;
- **Library** – May be assigned to work on current projects related to public services library positions such as Adult Reference, Children's Teen's, Community Relations or assist in the Business Office or Information Technology;
- **Mental Health & Developmental Services** – May be assigned to projects related to assisting people experiencing the effects of or at risk for mental illness, intellectual disability, substance abuse, and children with developmental delay as well as related administrative or IT work;
- **Planning** – May be assigned to work with any aspect of the land use planning process – from comprehensive and long range planning issues, to site plan review and code. May also be assigned to work related to administrative and IT aspects of planning processes;
- **Public Utilities** – May be assigned to work on current projects in Operations, Design or Water Reclamation including Civil, Mechanical, Environmental, Geological engineering duties; working with mechanical equipment and instrumentation as well as working on special projects such as data collection, quality assurance, and analyzing inspection and alarm data;



CLASS SPECIFICATION FOR:
Intern I

Examples of Internships and Duties (*illustrative examples continued*):

- **Public Works** – May be assigned to work in current projects in environmental inspection, engineering, construction and maintenance work for roads, drainage, transit service, and erosion control;
- **Recreation and Parks** – May be assigned to work on projects in park planning, capital projects, programs & facilities, sports, Summer Camp, accounting, IT, special events and in specialty centers such as theatre, nature and tourism;
- **Registrar** – May be assigned to projects related to voter registration such as maintaining accurate records relating to voter registration, elections, election officials, and candidates.

Required Knowledge, Skills and Abilities:

Excellent interpersonal skills, excellent oral and written communication skills with the ability to communicate effectively with a diverse audience of County employees and citizens integral to the internship; excellent organization and research skills with the ability to collect and organize facts/tasks effectively; excellent attention to details; excellent knowledge of and familiarity with computer systems with demonstrated proficiency in the use of a personal computer and common software products (e.g. Word, Excel, Power Point); ability to work multitask and manage priorities; ability to work independently with minimal supervision and as a part of a team; and ability to meet assigned deadlines.

Minimum Education and Experience:

Education: High School junior or senior;

Experience: Relevant high school, advanced placement (AP), International Baccalaureate (IB), or specialty center classes (vocational or technical); relevant job or volunteer experience;

OR: Any equivalent combination education and experience that provides the knowledge, skills and abilities relevant to the internship.

Additional Information:

- Check current listings online at: <http://www.henricojobs.com/>
 - ▶▶ Read each current listing carefully for details specific to each internship
 - ▶▶ Internships may be paid or unpaid. If the internship is paid, an hourly rate will be indicated in the listing.
- All applications must be submitted online at: <http://www.henricojobs.com/>
- Assistance applying for an internship: http://www.co.henrico.va.us/hr/ecs/job_faqs.html or (804) 501-4628

NOTE: Effective 4/1/2009 County Ordinance 1128 requires a criminal history record check and fingerprinting of all employees in authorized and hourly safety sensitive positions.

G.X.M.0001

Date of last Revision: 6-Feb-2013



CLASS SPECIFICATION FOR:
Intern II

General Statement of Internships:

Henrico County offers a variety of challenging hands-on internships performing important responsibilities relevant to the operations of the assigned department. Internships may be available in many departments. For more information on the operations and functions of each department click here: www.co.henrico.va.us/departments.html.

Distinguishing Features of Internship:

Internships are intended to complement the student's academic program so the intern must bring foundational knowledge as well as a strong interest in the assigned department's mission and operations, and be prepared to work in a fast-paced environment. The intern will receive training relevant to the assigned responsibilities, clear direction regarding expectations and feedback concerning their performance. Interns will finish the internship having gained broad experience in various aspects of the operations of the assigned department as well as broad basic skills and industry knowledge. Internships may include extensive public contact. Internships may be an integral part of a team or may require the intern to work more independently. The intern will also learn how to work in a professional environment and have opportunities to network with department leaders and other professionals in the internship field.

Examples of Internships and Duties *(illustrative of the types and scope of duties and responsibilities assigned to positions in this class):*

- **Community Corrections** – May be assigned to work on projects related to case management and intake;
- **Community Revitalization** – May be assigned to assist with work in Community Development such as work in the Enterprise Zone Program or Community Maintenance;
- **Division of Fire** – May be assigned to work in administrative positions such as Fire Marshall's office or Fire Training;
- **Division of Police** – May be assigned for observation in Uniform Operations, Investigative Operations, Support Operations, Administrative Operations and Homeland Security;
- **Finance** – May be assigned to assist with the development and auditing of budgets, basic accounting and preparing presentations;
- **General Services** – May be assigned to work on current projects in automotive maintenance, electrical, risk management, safety laws, HVAC, accounting, engineering or architect;
- **Human Resources** - May be assigned to work on current projects in Recruitment, Benefits, Records Administration, Classification/Compensation or Training;
- **Information Technology** – May be assigned to work on current projects in business processes or information technology systems;
- **Internal Audit** – May be assigned to work on projects related to compliance, evaluation of operations and auditing;
- **Juvenile Detention** – May be assigned to projects related to the protection, safe care, basic needs and services for juvenile detention;
- **Library** – May be assigned to work on current projects related to public services library positions such as Adult Reference, Children's Teen's, Community Relations or assist in the Business Office or Information Technology;
- **Mental Health & Developmental Services** – May be assigned to projects related to assisting people experiencing the effects of or at risk for mental illness, intellectual disability, substance abuse, and children with developmental delay as well as related administrative or IT work;
- **Planning** – May be assigned to work with any aspect of the land use planning process – from comprehensive and long range planning issues, to site plan review and code. May also be assigned to work related to administrative and IT aspects of planning processes;
- **Public Utilities** – May be assigned to work on current projects in Operations, Design or Water Reclamation including Civil, Mechanical, Environmental, Geological engineering duties; working with mechanical equipment and instrumentation as well as working on special projects such as data collection, quality assurance, and analyzing inspection and alarm data;



CLASS SPECIFICATION FOR:
Intern II

Examples of Internships and Duties (*illustrative examples continued*):

- **Public Works** – May be assigned to work in current projects in environmental inspection, engineering, construction and maintenance work for roads, drainage, transit service, and erosion control;
- **Recreation and Parks** – May be assigned to work on projects in park planning, capital projects, programs & facilities, sports, Summer Camp, accounting, IT, special events and in specialty centers such as theatre, nature and tourism;
- **Registrar** – May be assigned to projects related to voter registration such as maintaining accurate records relating to voter registration, elections, election officials, and candidates.

Required Knowledge, Skills and Abilities:

Strong foundational knowledge in a field relevant to internship; excellent interpersonal skills, excellent oral and written communication skills with the ability to communicate effectively with a diverse audience of County employees and citizens integral to the internship; excellent organization and research skills with the ability to collect and organize facts/tasks effectively; excellent attention to details; excellent knowledge of and familiarity with computer systems with demonstrated proficiency in the use of a personal computer and common software products (e.g. Word, Excel, Power Point); ability to multitask and manage priorities; ability to work independently with minimal supervision and as a part of a team; and ability to meet assigned deadlines.

Minimum Education and Experience:

Education: Pursuing a college degree in a field relevant to internship or post-secondary vocational/technical training in a trade or craft that is relevant to the internship; GPA of 3.0 or better; prefer a college student in the junior or senior year of the relevant degree program;

Experience: Completion of courses in relevant degree or vocational/technical program; relevant job or volunteer experience;

OR: Any equivalent combination education and experience which provides the knowledge, skills and abilities relevant to the internship.

Additional Information:

- Check current listings online at: <http://www.henricojobs.com/>
 - ▶ Read each current listing carefully for details specific to each internship
 - ▶ Internships may be paid or unpaid. If the internship is paid, an hourly rate will be indicated in the listing.
- All applications must be submitted online at: <http://www.henricojobs.com/>
- Assistance applying for an internship: http://www.co.henrico.va.us/hr/ecs/job_faqs.html or (804) 501-4628

NOTE: Effective 4/1/2009 County Ordinance 1128 requires a criminal history record check and fingerprinting of all employees in authorized and hourly safety sensitive positions.

G.X.M.0002

Date of last Revision: 6-Feb-2013



CLASS SPECIFICATION FOR:
Intern III

General Statement of Internships:

Henrico County offers a variety of challenging hands-on internships performing important responsibilities relevant to the operations of the assigned department. Internships may be available in many departments. For more information on the operations and functions of each department click here: www.co.henrico.va.us/departments.html.

Distinguishing Features of Internship:

Internships are intended to complement the student's academic program so the intern must bring strong foundational knowledge as well as advanced level knowledge in a relevant field as well as a strong interest in the assigned department's mission and operations, and be prepared to work in a fast-paced environment. The intern will receive training relevant to the assigned responsibilities, clear direction regarding expectations and feedback concerning their performance. Interns will finish the internship having gained broad experience in various aspects of the operations of the assigned department as well as broad basic skills and industry knowledge. Internships may include extensive public contact. Internships may be an integral part of a team or may require the intern to work more independently. The intern will also learn how to work in a professional environment and have opportunities to network with department leaders and other professionals in the internship field.

Examples of Internships and Duties *(illustrative of the types and scope of duties and responsibilities assigned to positions in this class):*

- **Community Corrections** – May be assigned to work on projects related to case management and intake;
- **Community Revitalization** – May be assigned to assist with work in Community Development such as work in the Enterprise Zone Program or Community Maintenance;
- **Division of Fire** – May be assigned to work in administrative positions such as Fire Marshall's office or Fire Training;
- **Division of Police** – May be assigned for observation in Uniform Operations, Investigative Operations, Support Operations, Administrative Operations and Homeland Security;
- **Finance** – May be assigned to assist with the development and auditing of budgets, basic accounting and preparing presentations;
- **General Services** – May be assigned to work on current projects in automotive maintenance, electrical, risk management, safety laws, HVAC, accounting, engineering or architect;
- **Human Resources** - May be assigned to work on current projects in Recruitment, Benefits, Records Administration, Classification/Compensation or Training;
- **Information Technology** – May be assigned to work on current projects in business processes or information technology systems;
- **Internal Audit** – May be assigned to work on projects related to compliance, evaluation of operations and auditing;
- **Juvenile Detention** – May be assigned to projects related to the protection, safe care, basic needs and services for juvenile detention;
- **Library** – May be assigned to work on current projects related to public services library positions such as Adult Reference, Children's Teen's, Community Relations or assist in the Business Office or Information Technology;
- **Mental Health & Developmental Services** – May be assigned to projects related to assisting people experiencing the effects of or at risk for mental illness, intellectual disability, substance abuse, and children with developmental delay as well as related administrative or IT work;
- **Planning** – May be assigned to work with any aspect of the land use planning process – from comprehensive and long range planning issues, to site plan review and code. May also be assigned to work related to administrative and IT aspects of planning processes;
- **Public Utilities** – May be assigned to work on current projects in Operations, Design or Water Reclamation including Civil, Mechanical, Environmental, Geological engineering duties; working with mechanical equipment and instrumentation as well as working on special projects such as data collection, quality assurance, and analyzing inspection and alarm data;



CLASS SPECIFICATION FOR:
Intern III

Examples of Internships and Duties (*illustrative examples continued*):

- **Public Works** – May be assigned to work in current projects in environmental inspection, engineering, construction and maintenance work for roads, drainage, transit service, and erosion control;
- **Recreation and Parks** – May be assigned to work on projects in park planning, capital projects, programs & facilities, sports, Summer Camp, accounting, IT, special events and in specialty centers such as theatre, nature and tourism;
- **Registrar** – May be assigned to projects related to voter registration such as maintaining accurate records relating to voter registration, elections, election officials, and candidates.

Required Knowledge, Skills and Abilities:

Completed college-level formal education program in relevant field which provided an advanced level of knowledge relevant to internship; excellent interpersonal skills, excellent oral and written communication skills with the ability to communicate effectively with a diverse audience of County employees and citizens integral to the internship; excellent organization and research skills with the ability to collect and organize facts/tasks effectively; excellent attention to details; excellent knowledge of and familiarity with computer systems with demonstrated proficiency in the use of a personal computer and common software products (e.g. Word, Excel, Power Point); ability to multitask and manage priorities; ability to work independently with minimal supervision and as a part of a team; and ability to meet assigned deadlines.

Minimum Education and Experience:

Education: Pursuing a graduate degree in a field relevant to internship; GPA of 3.0 or better; prefer a college student in the junior or senior year of the relevant degree program;

Experience: Completion of college-level program in relevant degree program; relevant job, volunteer or previous internship experience;

OR: Any equivalent combination education and experience which provides the knowledge, skills and abilities relevant to the internship.

Additional Information:

- Check current listings online at: <http://www.henricojobs.com/>
 - ▶ Read each current listing carefully for details specific to each internship
 - ▶ Internships may be paid or unpaid. If the internship is paid, an hourly rate will be indicated in the listing.
- All applications must be submitted online at: <http://www.henricojobs.com/>
- Assistance applying for an internship: http://www.co.henrico.va.us/hr/ecs/job_faqs.html or (804) 501-4628

NOTE: Effective 4/1/2009 County Ordinance 1128 requires a criminal history record check and fingerprinting of all employees in authorized and hourly safety sensitive positions.

G.X.M.0003

Date of last Revision: 6-Feb-2013

HENRICO COUNTY
DEPARTMENT OF HUMAN RESOURCES

Department Internship Manual

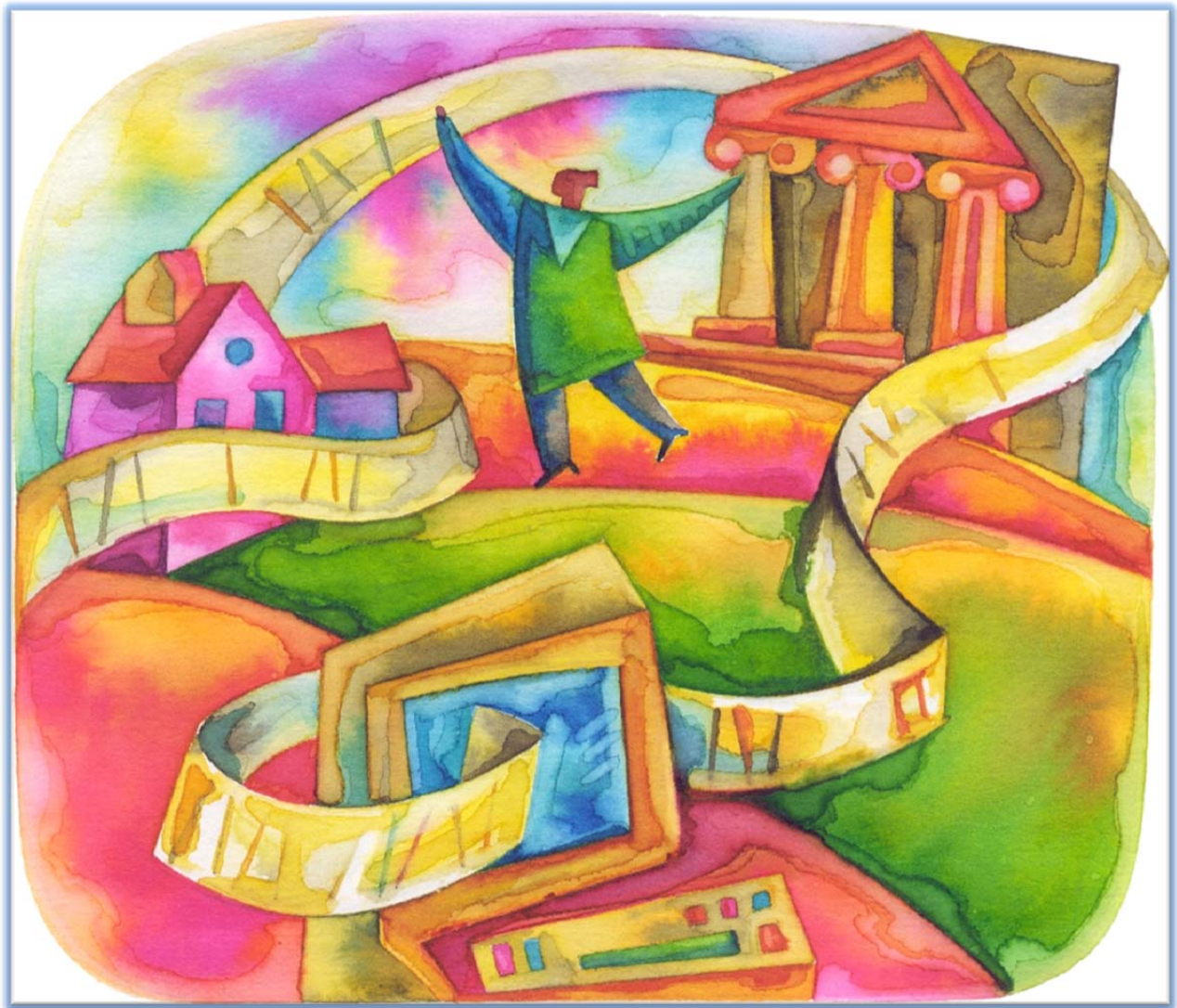


Table of Contents

| | |
|---|----|
| • Introduction | 4 |
| • Timeline..... | 5 |
| • Roles & Responsibilities | 6 |
| • Orienting your Intern to working with the County | 7 |
| • What is an Internship? | 8 |
| • Developing meaningful work for Interns | 9 |
| • Examples of Work for Interns | 10 |
| • Types of Interns – High School, Undergraduate, Graduate | 11 |
| • Working with your Intern to develop a learning plan based on their individual learning goals | 12 |
| • Guidelines for Leading Gen Y | 14 |
| • Ten Concerns of Interns | 16 |
| • Sample Orientation Checklist | 18 |
| • Position descriptions for Interns | 19 |
| • Frequently Asked Questions | 20 |
| ○ Are interns held to similar standards as employees? For example, on-time to work and notice of absences, etc.? | |
| ○ Can internships continue after their original end dates if the student is successful and we would like to continue using them? | |
| ○ Can the tasks of the intern change during the process if we identify their skills could be better used on a different project? | |
| ○ Is the intern matched to a specific supervisor/mentor? Can this person change during their internship? | |
| ○ What is expected from the supervisor/department to help benefit the intern? How are timecards handled? | |
| ○ What are the expectations from the department at the completion of the internship? Will the intern be reviewed like a performance appraisal? | |
| ○ What happens if there is a performance problem with the intern? | |
| ○ 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? | |
| ○ What are the primary differences between a high school and a college intern as far as work expectations? | |
| ○ Is there a difference in tasks given to an intern depending on if they are paid or if they are working for school credit | |
| ○ Will you have an online reference manual? | |
| ○ What are the criteria for an intern to drive a County vehicle? | |

- Internship Evaluations..... 23
- Internship Pay Grades 28
- Internship Program Evaluation 29
- Internship Program Contacts 30

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

| | Spring 2015 | Summer 2015 | Fall 2015 |
|--------------------------------------|--|---|-------------------------------------|
| Contact Departments | September 15, 2014 | November 2014 | April 20, 2015 |
| Receive Info from Departments | October 6, 2014 | December 1, 2014 | May 18, 2015 |
| Applications Posted | October-November 2014 | January-February 2015 | June 2015 |
| Hiring/Selection Process | December 2014 | April-May 2015 | July-August 2015 |
| Program Commencement Date | January 2015 | May 2015 | late August- early September 2015 |
| New Intern Orientation | January 2015 | May-June 2015 | September 2015 |
| Mid-Point Intern Meeting | March 2015 | early July 2015 | late October to early November 2015 |
| Board of Supervisor Meeting | n/a | late July 2015 | n/a |
| Program Conclusion Date | May 2015 | August-September 2015 | December 2015 |
| Intern Meetings | Mid: March 12, 2015 9 a, - 11 am Final: April 23, 2015 9 am – 11 am | To be Determined | To Be Determined |
| NEO Currently scheduled | 1/26/2015 | 5/18/15 and 6/15/15 Last day HCPS 6/12/15 | September 8, 2015 |

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 intern'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

Summer 2013

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 to lum@co.henrico.va.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).

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)*

| | | | |
|---|------------|-------------------------------------|---|
| <input style="width: 40px; height: 20px;" type="checkbox"/> | For Pay | # of Hours received as credit | # of hours <u>internship hours</u> at Henrico |
| | | _____ | _____ |

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

| HT Job Code | HT Job Title | FLSA | HT Pay Grade | Step 2 Hourly Pay Rate |
|--------------------|---------------------|-------------|---------------------|-----------------------------------|
| G.X.M.0001 | Intern I | Non-Exempt | HT.12 | 10.30 |
| G.X.M.0002 | Intern II | Non-Exempt | HT.15 | 11.85 |
| G.X.M.0003 | Intern III | Non-Exempt | HT.18 | 13.64 |

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

Shanone Sport
Internship Analyst
Spo001@henrico.us
501-4425

New Intern Orientation

**Debbie Lumpkin, HR Analyst
Shanone Sport, HR Analyst
Department of Human Resources
Organizational Learning and Talent Development**

Introductions



Agenda

Expectations for Interns

Your First Day

Making the Most Out of Your Internship



the **INTERNSHIP**

Your First Day



Work Expectations



Core Competencies

•All employees are evaluated annually on the following competencies:

- Communication
- Results-Driven
- Personal Accountability
- Understanding the Business of Henrico County

- Serving Customers
- Functional Expertise
- Leading & Influencing
- Managing and Transferring Knowledge
- Technological Literacy

Performance Evaluations

- You should receive a mid-term and final performance evaluation from your supervisor.
- Meet with Internship Coordinator on March 12 to complete a mid-term evaluation.
- Meet with Internship Coordinator on April 23 to complete final evaluation.



Interns will complete:

- You should receive a mid-term and final performance evaluation from your supervisor.
- You will also be scheduled to meet with the Internship Program Coordinator to complete a mid-term and final evaluation of the program.



Leave Requests

- Contact your supervisor or point of contact first if you will be out of the office.
- Find out from your supervisor what number to call and how soon you should call.



User I.D.s

- Logs you on to the County's computer system
- Will give you access to our HRMS system
- Keep records confidential

Making the Most of Your Internship

- Find A Mentor
- Network
- Journal Your Experience



Q&A